



Gap Analysis on EQAVET Adoption

Full Report



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1 Introduction

1.1 Project context and its goals

The project “A standardised practical toolkit to implement the European Quality Assurance Framework for Vocational Education and Training” (VET21001) focuses on providing the market with solutions that will mitigate issues (e.g. difficulties of users in understanding the EQAVET criteria; unavailability of practical tools in the market to facilitate their implementation; absence of capacity building programmes to qualify EQAVET professionals; and non-integration of EQAVET in a quality infrastructure that would enable a whole market around it), in order to increase EQAVET adoption by VET and Higher VET (HVET) organisations (see (International Accreditation Forum, 2018, European Commission, 2016, 2017).

The mission of the project consortium is to contribute to a self-sustainable market dynamic, conducive to a wider adoption of the EQAVET criteria. Together, the partners shall collaborate to:

- identify clearly the difficulties felt by EQAVET users in interpreting and/or implementing the EQAVET criteria;
- determine the adequate competence profiles for EQAVET professionals;
- design curricula for capacity-building of those professionals; and
- develop a standardized practical toolkit that will facilitate and support EQAVET criteria implementation by VET/HVET organisations.

An ISO 21001 standard became the first ISO management system standard for educational organizations. Its contents are specially tailored to fit the needs of the education sector at various levels and sub-sectors and to be compatible, complement and support the implementation of other frameworks. It comprehends all EQAVET indicative descriptors at VET provider level and provides more detailed requirements specifically targeted to improve educational organizations (including VET providers) processes, it could be used to further guide and improve the quality assurance at VET provider level.

1.2 Aim of IO1

The aim of Intellectual Output 1 was to identify the most relevant difficulties faced by users, while trying to understand and implement EQAVET and which demotivate them to adopt it. This document serves as a guide to Intellectual Output 1 (IO1). It contains the aim, description, planned activities and timeline of Output 1 as foreseen in the project application. Further on

follows a detailed description of implemented activities and data analysis for each planned activity under IO1.

1.3 Description of IO1

The project consortium performed gap analyses regarding the EQAVET criteria and the most relevant difficulties faced by its users. Such study was never done and was needed to produce data that will enable evidence-based decisions leading to the development of the most adequate and efficient content on the actions envisioned in this project to overcome such difficulties (such as the elements of a capacity-building programme – competence profile (IO2) and curricula (IO4) – an accredited certification scheme (IO3) and a practical toolkit (IO5)).

The data is compiled in this Report and serves as input and feed the remaining intellectual outputs of the project. Moreover, as the consortium will publish the Report at the project website as an open resource and will also proactively share it with relevant VET and EQAVET stakeholders, it can easily be used to feed further studies and initiatives by other organizations in the future.

1.4 Research design and methodology

In order to increase the internal and external validity of the research results, methodological triangulation of using several different methods was used. Project partners used the approach of integrating quantitative and qualitative methodology. Therefore, the following methods and techniques were used (see Majchrzak, 1990):

- analysis of secondary sources: analysis of statistics and research reports available;
- interviews with stakeholders;
- multilingual online surveys with project implementers and evaluators.

“The methodology proposed by the framework is based on:

- a cycle consisting of four phases (planning, implementation, assessment and review) described for VET providers/systems;
- quality criteria and indicative descriptors for each phase of the cycle;
- common indicators for assessing targets, methods, procedures and training results – some indicators are to be based on statistical data, others are of a qualitative nature” (Cedefop, 2011, 68).

The term "indicator" used in the survey questions, refers to the indicative descriptors according to Annex 1 of the European Quality Assurance Reference Framework for Vocational

Educational and Training.¹ The respondents have been informed of the terminology used in the survey.

Data collection and analysis took place between September 2019 and April 2020. Part of the data was collected through surveys, which were answered by implementers and evaluators. Respondents were selected in a manner that it is possible to make a qualified conclusion about the population as a whole (see Ragin, 2007). As part of the analysis, we used independent-samples T-tests, which compare the means of two sets of values from one variable. It is most frequently used to test independent samples, where we determine if there are statistically significant differences between two independent groups (in our case implementers and evaluators) (see Almquist, Ashir and Brännström, 2017).

1.5 Planned activities under IO1

There were three main activities under the IO1:

- A1 – Desk Research
- A2 – European Survey
- A3 – Data Analysis and Reporting

Leader of the first three activities (IO1A1-A3) was Skupnost VSŠ². Participants were all partners of the project (project consortium). The activities will be followed by the Report Publication (IO1A4).

1.5.1 A1 – Desk Research

Activity 1 (Desk Research/Identification of articles) started in September 2019 and should initially last until December 2019. However, due to the duplication of some articles, Activity 1 was prolonged until April 2020. The target was set at 40 analysed articles/publications (seven countries and EU identified in Annex I). The initial plan of the activities was:

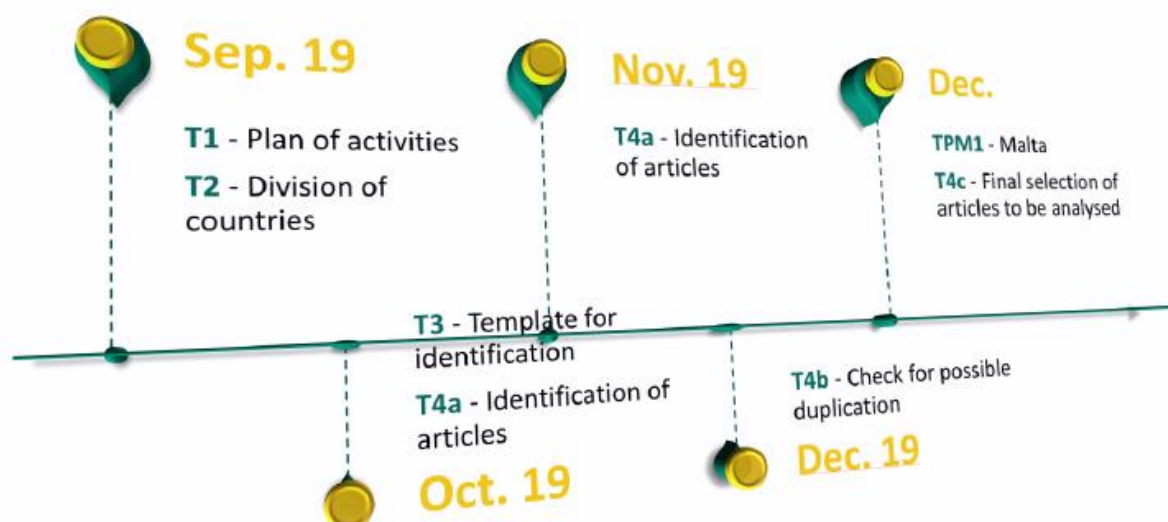
- T1 - Activity leader proposes the Plan of Activities.
- T2 - Division of countries per partner to be included in desk research (a minimum of 7 countries and EU; next to the four project partner countries three additional northern European countries) will be added as Annex I;
- T3 - Activity leader proposes Template for identification of articles/publications and will be added as Annex II;

¹ See: <https://www.eqavet.eu/What-We-Do/European-Quality-Assurance-Reference-Framework> (Accessed 18th May 2020).

² Hereafter Association HVC (Association of Slovene Higher Vocational Colleges).

- T4 - Identification of articles/publications with a focus on the nature of difficulties users experience with EQAVET adoption per country researched:
- a - Each partner identifies at least five scientific articles and publications (one on a systemic level and four on institutional level) per country in the given template (Annex II) and saves it into a corresponding Dropbox folder under IO1A1 Identified Articles;
- b - Activity leader checks possible duplication of selected articles;
- c - Project consortium confirms the selected articles which will be added as Annex III.

Table 1: Proposed Timeline for A1



Source: Documents from the project partners.

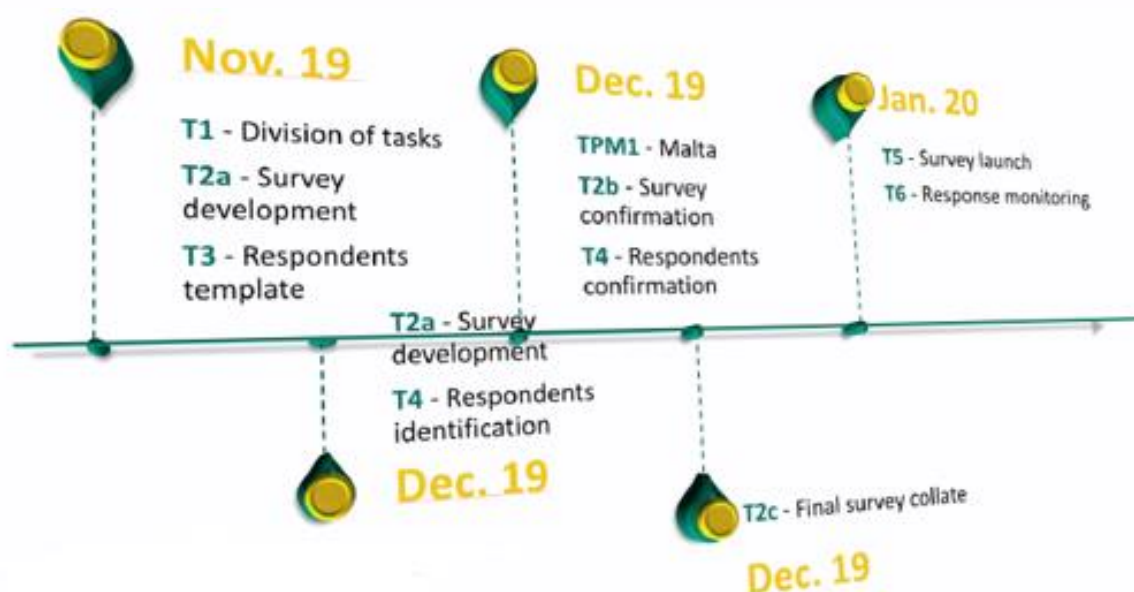
1.5.2 A2 – European Survey

Activity 2 (European Survey) started in November 2019 and lasted until April 2020. The target was to have 80 survey responds (48 implementers and 32 Evaluators). The initial plan of the activities was:

- T1 – Partners develop and create the survey
- a - Each partner develops its respective part of the survey and saves it into the corresponding Dropbox folder under IO1A2 Survey draft;
- b - Project Consortium confirms survey drafts
- c – Activity leader collates the confirmed survey drafts into a finalised Survey that will be added as Annex V;
- T2 – Activity leader proposes Template for identification of respondents and will be added as Annex VI;
- T3 - Each partner identifies survey respondents (six implementers and four evaluators per country) and adds the confirmed ones into Annex VI;

- T4 – The project consortium launches the survey to confirmed respondents' list as well as to other potential respondents.
- T5 – Each partner monitors the response rate and if needed, sends reminders to confirmed respondents.

Table 2: Proposed Timeline for A2



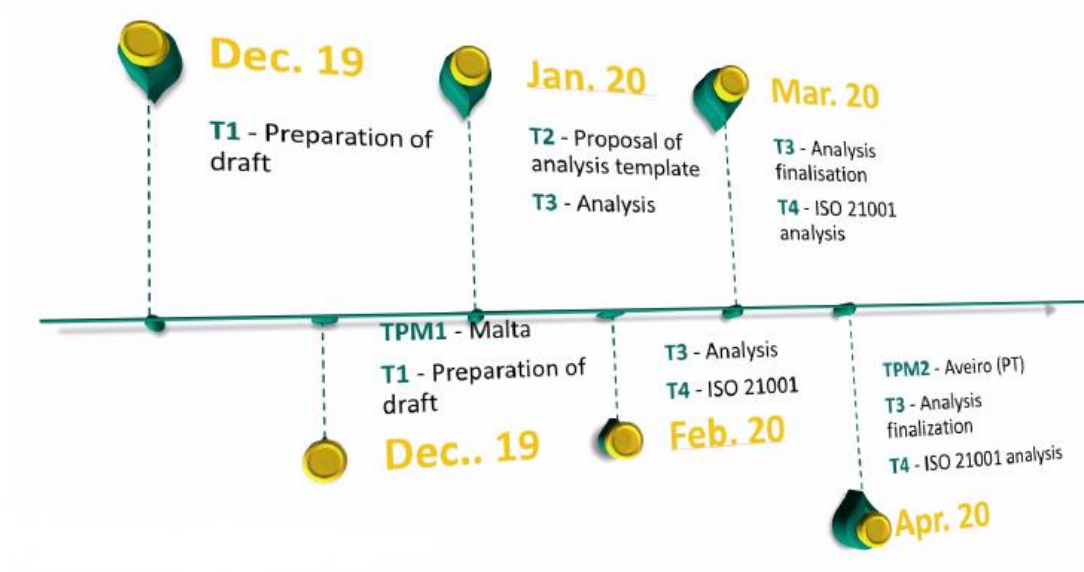
Source: Documents from the project partners.

1.5.3 A3 – Data Analysis and Reporting

Activity 3 (Data Analysis) started in January 2020 and lasted until April 2020. The initial plan of the activities was:

- T1 - Activity leader prepares the draft template for analysis together with EQAVET Network and the consortium partners.
- T2 - Activity leader proposes Template for analysis of articles and publications and survey and will be added as Annex VII.
- T3 - Partners analyse their respective country articles and publications as well as the survey responses in the given template (Annex VII) and save them into the corresponding Dropbox folder under IO1A3 Analysis.
- T4 – KIC prepares relevant analysis on the implementation of ISO 21001.

Table 3: Proposed Timeline for A3



Source: Documents from the project partners.

In between the first three IO1 activities, the first Transnational Project Meeting took place in December 2019 in Malta. Partners also discussed project implementation at the regular monthly virtual meetings.

2 Intellectual Output 1

(IO1)

2.1 Activity1 (A1): Desk Research

2.1.1 Description of A1

The Project Consortium sought and analysed scientific articles and other relevant publications about the EQAVET adoption across Europe – wherever possible, with focus on:

- criteria interpretation,
- constructive criticism, and
- problems encountered that blocked and/or demotivated EQAVET implementation.

The plan was to analyse a minimum of five publications per partner country and thus understanding low EQAVET adoption since 2009. The output leader controlled the activity to avoid the same articles to be analysed by more than one partner, performing a pre-selection of articles. The output leader also proposed a standardised format to be used by all partners when performing the publications' analyses in order to facilitate the joint analyses of data (see IO1A3).

2.1.2 Implemented Tasks for A1

During Desk research, partners collected 39 articles. The most represented is Portugal with 11 articles, followed by Slovenia (8 articles) and Italy (6 articles). We should state that there is a duplication in three articles/publications – they are used on more occasions.³ Next to the four project partner countries, six additional countries were added: Belgium, Austria, Estonia,

³ Article »Study on quality assurance in continuous VET and on future development of EQAVET« is used for Belgium and Austria.

Article "Implementing the European quality assurance in vocational education and training (EQAVET) at national level: some insights from the PEN Leonardo project" is used for Malta, Italy, Turkey and Sweden.

Article "Evaluation of vocational education: The European quality assurance for vocational education and training framework" is used only for Portugal, however, partners identified more difficulty identified when implementing EQAVET criteria.

the Netherlands, Sweden and Turkey.⁴ The Template for the identification of articles/publications was attached to every article.

Table 4: Confirmed articles/publications per country

Country	Number
Italy	6
Slovenia	8
Malta	5
Portugal	11
Belgium	1
Austria	3
Estonia	2
Netherlands	1
Sweden	1
Turkey	1
SUM	39

⁴ Project partners sent email requests and reminders to the EQAVET NRPs of Germany, Hungary and Spain – no replies were forthcoming.

2.2 Activity2 (A2): European Survey

2.2.1 Description of A2

The project consortium created a survey to collect stakeholders' opinions regarding their interpretation of the EQAVET criteria and their known and/or envisioned challenges regarding EQAVET implementation. The survey was developed, bearing in mind the need for the joint analyses of data (see IO1A3). The survey was applied to diverse stakeholders – such as implementers and evaluators – to make sure the information collected covered different perspectives and allowed the identification of competence profiles for a different type of users. Each partner country was responsible for identifying and inviting the stakeholders of their country.

Targets per stakeholder type were:

- 6 implementers per country
- 4 evaluators per country

The project consortium also used the project website to publish the survey and invite additional stakeholders to participate at their will.⁵

2.2.2 Implemented Tasks for A2

Activity 2 (European Survey) started in November 2019 and lasted until April 2020. The target was to have 80 survey responds (48 implementers and 32 Evaluators).

Table 5: Respondents' role in the process of adaptation of EQAVET, the country they work in and survey status

Country	I - completed	E - completed	I – not completed	E – not completed	SUM
Italy	7	5	0	2	14

⁵ Project partners sent email requests and reminders to the EQAVET NRPs of Germany, Hungary and Spain requesting their participation in survey – no replies were forthcoming.

Country	I - completed	E - completed	I – not completed	E – not completed	SUM
Malta	4	6	1	1	12
Portugal	29	4	14	1	48
Slovenia	8	4			12
Spain	1	2	1	2	6
Hungary	3	6	1	1	11
Germany	1	2			3
Estonia		1			1
Belgium			1		1
Not selected			1	1	2
Total	53	30	19	8	110⁶

⁶ The actual number of participants of the survey was a lot higher. We cleared the data for the invalid units (e.g. respondents that clicked on the survey, but did not fill out the survey [completely]).

3 Activity3 (A3): Analysis of Desk Research and European Survey

3.1 Description of A3

The project partners analysed the results of both the Desk Research (IO1A1) and the European Survey (IO1A2) and extracted from it:

- the most relevant difficulties faced by users regarding EQAVET adoption and implementation. As criteria for relevance, the most common difficulties are considered by default and the least common were individually discussed at the project meeting. Decisions were made on a case by case basis;
- the most frequent asked questions (FAQ);
- the most consensual interpretations of the EQAVET criteria.

The joint analyses were performed during an online project meeting (substituting face-to-face workshop) among internal Experts from all partners. The meeting also included a parallel preliminary brainstorming on how to approach each identified difficulty, in order to start drafting ideas to feed IO2, IO3, IO4 and IO5.

Activity 3 (Data Analysis) started in January 2020 and lasted until May 2020.

3.2 Detailed analysis

3.2.1 Desk Research

Identification of articles/publications focused on the nature of difficulties users experience with EQAVET adoption per country researched. There were four difficulties identified when implementing EQAVET criteria: Criteria interpretation, Constructive criticism, Problems encountered that blocked and/or demotivated EQAVET implementation, and Other difficulties.

Table 6: Difficulties identified when implementing EQAVET criteria – per country

Country	Criteria interpretation	Constructive criticism	Problems encountered	Other	SUM
Italy	2	1	2	1	6
Slovenia	2	2	3	2	9
Malta		4	2		6
Portugal	1	4	7	3	15
Belgium	1				1
Austria	1		1	2	4
Estonia			1	1	2
Netherlands	1			1	2
Sweden					0
Turkey			1		1
SUM	8	11	17	10	46⁷

⁷ Some articles identified more difficulties when implementing EQAVET criteria.

The most difficulties when implementing EQAVET criteria are with problems encountered (17). Other three difficulties are represented almost equally: criteria interpretation – 8, constructive criticism – 11 and “Other” - 10.

Table 7: Difficulties identified when implementing EQAVET criteria – per article

Country	No.	Tittle	Difficulty identified when implementing EQAVET criteria:
IT	1	Comparing Quality Management Systems and procedures in Italy and Germany	Criteria interpretation
	2	Trainers in Vocational Education and Training and the Quality of the System	Other: Lack of knowledge of the contents of EQAVET
	3	Ricerca sulla Qualità e l'uso del quadro europeo di riferimento per la garanzia di Qualità dell'istruzione e della Formazione professionale nei paesi partner	Problems encountered that blocked and/or demotivated EQAVET implementation
	4	Europa 2020: Una Bussola per Orientarsi	Criteria interpretation
	5	L'Accreditamento delle Strutture per la Formazione Professionale	Constructive criticism
	1	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	Problems encountered that blocked and/or demotivated EQAVET implementation
PT	1	Motivation in the implementation of a quality assurance system aligned with the EQAVET Framework. Case studies in vocational education and training providers.	Criteria interpretation and Constructive criticism
	2	Evaluation of vocational education: The European quality assurance for vocational education and training framework	Constructive criticism and Problems encountered that blocked and/or demotivated EQAVET implementation
	3	Preparing to implement of the EQAVET framework in a vocational school	Constructive criticism and Problems encountered that blocked and/or

Country	No.	Title	Difficulty identified when implementing EQAVET criteria:
			demotivated EQAVET implementation
	4	EQAVET quality control and assurance: what are we talking about?	Constructive criticism and Problems encountered that blocked and/or demotivated EQAVET implementation
	5	The relevance of employability evaluation for quality management in vocational training – CENFIM's case study	Other
	6	Management, Quality and Education integrated system implementation	Other
	7	AVALIAÇÃO DO ENSINO PROFISSIONAL O Quadro Europeu de Garantia da Qualidade para a Educação e Formação Profissionais	Other: misunderstanding of concepts and lack of training or skills among professionals to implement EQAVET
	8	Stakeholder satisfaction diagnosis: the starting point for quality assurance in vocational education and training Internship Report in the context of the Master's Degree in Sociology oriented by Professor Cristina Parente	Problems encountered that blocked and/or demotivated EQAVET implementation
	9	EQAVET – Documento Base	Problems encountered that blocked and/or demotivated EQAVET implementation
	10	Alignment with EQAVET Framework	Problems encountered that blocked and/or demotivated EQAVET implementation
	11	Interview with Isabel Ribeiro, responsible in EPA for EQAVET implementation	Problems encountered that blocked and/or demotivated EQAVET implementation
MT	1	The EQAVET experience in Malta: using similar indicators for different sector and size of VET provider	Constructive criticism and Problems encountered that blocked and/or

Country	No.	Title	Difficulty identified when implementing EQAVET criteria:
		(In Improving Quality of Vocational Training – Tools, Frameworks and Current Practices)	demotivated EQAVET implementation
	2	Developing a National Quality Culture for Further and Higher Education in a Micro-State: The Case of Malta	Constructive criticism
	3	Cedefop opinion survey on vocational education and training in Malta.	Constructive criticism
	4	Implementing the European quality assurance in vocational education and training (EQAVET) at the national level: some insights from the PEN Leonardo project	Problems encountered that blocked and/or demotivated EQAVET implementation
	5	Philosophy of Policy for Internal Quality Assurance for Global Institute of Theology-Malta	Constructive criticism
SI	1	Nacionalni kazalniki kakovosti PSI 2017	Criteria interpretation and Other: Difficulty of international comparison
	2	Ugotavljanje in zagotavljanje kakovosti s samoevalvacijo	Problems encountered that blocked and/or demotivated EQAVET implementation
	3	Kultura samoevalvacije kot dejavnik razvojnih procesov pri dvigu in ohranjanju kakovosti dela v srednjih poklicnih in strokovnih šolah	Problems encountered that blocked and/or demotivated EQAVET implementation
	4	Evalvacija zadovoljstva s šolo kot del sistema spremljanja in zagotavljanja kakovosti izobraževalnega procesa	Other
	5	Okvir EQAVET za ugotavljanje in zagotavljanje kakovosti	Criteria interpretation
	6	Poročilo komisije za kakovost 2015/2016	Constructive criticism
	7	Poročilo komisije za kakovost na Srednji šoli Zagorje 2016/2017	Constructive criticism
	8	Ugotavljanje, zagotavljanje in razvoj kakovosti srednjega poklicnega in strokovnega izobraževanja	Problems encountered that blocked and/or demotivated EQAVET implementation

Country	No.	Title	Difficulty identified when implementing EQAVET criteria:
AT	1	Study on Quality Assurance in Continuous VET and on the future development of EQAVET	Problems encountered that blocked and/or demotivated EQAVET implementation and Criteria interpretation
	2	Internationales Handbuch der Berufsbildung	Other: lack of interest for VET and lack of qualified teachers to teach and to implement EQAVET; no training available
	3	OEAD-News Bologna Process Anniversary 1999-2019	Other: lack of qualified staff
EE	1	Co-operation with employers: Work-based learning and work-practice	Other: VET is not very popular in Estonia to allow for the easy or interest in the implementation of EQAVET
	2	Close and important cooperation between business and school in the implementation of work-based studies is a basis of high-quality education	Problems encountered that blocked and/or demotivated EQAVET implementation
BE	1	Study on quality assurance in continuous VET and on the future development of EQAVET	Criteria interpretation
TR	1	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	Problems encountered that blocked and/or demotivated EQAVET implementation
SE	1	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	Problems encountered that blocked and/or demotivated EQAVET implementation
NL	1	Utilising student and alumni data to support quality assurance at system, institutional and educational level	Criteria interpretation and Other: lack of time on the side of the teachers

3.2.2 European Survey results

We tested the European Survey results with several methods. Univariate methods are primarily intended to present the distribution of variables' values. We will first present frequency tables; they cover every variable of our analysis. In the first table, we display:

- N = number of valid responses from the respondents
- Mean = the average/central value of the data points or numbers
- Standard deviation = a measure of the dispersion of a dataset relative to its mean

There was 448 units in the database (all units/total surveyed). Out of 448 units, 338 were invalid – data review and analysis do not include empty or invalid units where no question had been answered (e.g. a respondent only clicked on the survey link and left after the introduction; the respondent only clicked on the introduction page and then on the second page of the survey, but did not answer the first question and did not continue with the next page of questions). Two units were cleaned from the database due to missing data on country their answers relate to. We analysed 108 valid units. Those respondents either fully completed the survey or partially completed the survey, i.e. responded to at least one or several questions and afterwards left the survey, resulting in a break-off. Thus the person did not click on the end of the survey button (see the Centre for Social Informatics, at the Faculty of Social Sciences, University of Ljubljana, 2020). The length of the survey most likely affected a high proportion of respondents who did not complete the survey.

3.2.2.1 Frequency distribution tables for variables

The first table, "Statistics", gives a summary of our selected variables. It displays the number of valid values⁸ and additional statistics that we selected: mean (the average value) and standard deviation. In our database, the number of valid responses was between 108 and 83. When answering the questions for which the quantitative analysis is presented, the respondents could choose from 1 (Strongly disagree) to 4 (Strongly agree). When asked whether the respondents feel that they have the capability to implement the indicator, they could answer with 1 (Yes) or 2 (No). The table below displays that the respondents to a large extent believe that the indicator is clear, that it is easy to implement the indicator, that they have the capabilities to implement the indicator and that the indicator is relevant.

The analysis of the European Survey displays that the respondents strongly believe that:

- the indicators are clear;
- it is easy to implement/evaluate the indicators;
- the indicators are relevant; and
- they have the capabilities to implement/evaluate the indicators.

⁸ Number of missing values was omitted due to the reasons mentioned above.

The below Table displays that the respondents⁹ believe (lowest average values):

- the least clear indicator is "*Early warning systems are implemented*". However, even for those indicators, we see that 70,2 % of the respondents agree and 13,1 % of respondents strongly agree that the indicator is clear. All the other indicators are even clearer to the respondents. The respondents also feel they have the least the capability when implementing/evaluating this indicator. Once again, the vast majority (86,9 %) of the respondents believe they actually can implement/evaluate the indicator. To conclude: for every indicator, more than 85 % of the respondents believe they the capability to implement/evaluate it;
- the indicator "Resources are appropriately internally aligned/ assigned to achieve the targets set in the implementation plans" is the hardest to implement/evaluate. However, we see that more than half (65,8 %) of the respondents agree or strongly agree that the indicator is easy to implement/evaluate. Respondents assess all the other indicators as even easier to implement/evaluate.;
- the least relevant indicator is "Providers plan cooperative initiatives with other VET providers". However, 94,7 % of the respondents still agree/strongly agree that the indicator is relevant. We can conclude that for every indicator, almost 95 % of the respondents believe that the indicator is important.

On the other hand, respondents believe (highest average values):

- the clearest indicator is "Evaluation and review cover processes and results/outcomes of education, including the assessment of learner satisfaction as well as staff performance and satisfaction". They also see this indicator as the most relevant;
- the indicators "Learners' feedback is gathered on their individual learning experience and the learning and teaching environment. Together with teachers' feedback this is used to inform further actions" and "Information on the outcomes of the review is widely and publicly available" are the easiest to implement/evaluate;
- they have the most the capability for implementation/evaluation of indicators: "Responsibilities in quality management and development have been explicitly allocated", "VET providers have an explicit and transparent quality assurance system in place", "Procedures on feedback and review are part of a strategic learning process in the organisation", and "Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place".

⁹ Implementers and evaluators.

Table 8: Statistics table for selected variables (valid values, mean and standard deviation)

Statistics	N	Mean	Std. Deviation
	Valid		
Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above-mentioned indicator is clear.	108	3.019	.7232
It is easy to implement the indicator.	108	2.843	.6436
Do you feel that you have the capability to implement the indicator?	108	1.06	.247
The indicator is relevant.	108	3.213	.5967
Criteria: Planning reflects a strategic vision ... Indicator: Explicit goals/objectives and targets are set and monitored. The above-mentioned indicator is clear.	100	3.290	.5911
It is easy to implement the indicator.	100	3.030	.5404
Do you feel that you have the capability to implement the indicator?	100	1.02	.141
The indicator is relevant.	100	3.330	.5329
Criteria: Planning reflects a strategic vision ... Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs. The above-mentioned indicator is clear.	98	3.204	.5365
It is easy to implement the indicator.	98	2.847	.6151
Do you feel that you have the capability to implement the indicator?	98	1.04	.199
The indicator is relevant.	98	3.235	.4495
Criteria: Planning reflects a strategic vision ... Indicator: Responsibilities in quality management and development have been explicitly allocated. The above-mentioned indicator is clear.	96	3.208	.5968
It is easy to implement the indicator.	96	3.010	.5330
Do you feel that you have the capability to implement the indicator?	96	1.01	.102

Statistics	N	Mean	Std. Deviation
	Valid		
The indicator is relevant.	96	3.250	.5026
Criteria: Planning reflects a strategic vision ... Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	95	3.189	.5705
It is easy to implement the indicator.	95	2.811	.5515
Do you feel that you have the capability to implement the indicator?	95	1.04	.202
The indicator is relevant.	95	3.274	.5543
Criteria: Planning reflects a strategic vision ... Indicator: Providers plan cooperative initiatives with other VET providers. The above-mentioned indicator is clear.	95	3.137	.4970
It is easy to implement the indicator.	95	2.926	.5104
Do you feel that you have the capability to implement the indicator?	95	1.06	.245
The indicator is relevant.	95	3.126	.4668
Criteria: Planning reflects a strategic vision ... Indicator: The relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear.	94	3.170	.6662
It is easy to implement the indicator.	94	2.755	.5990
Do you feel that you have the capability to implement the indicator?	94	1.06	.246
The indicator is relevant.	94	3.191	.5343
Criteria: Planning reflects a strategic vision ... Indicator: VET providers have an explicit and transparent quality assurance system in place. The above-mentioned indicator is clear.	93	3.161	.6306
It is easy to implement the indicator.	93	2.935	.5862
Do you feel that you have the capability to implement the indicator?	93	1.01	.104
The indicator is relevant.	93	3.333	.4964

Statistics	N	Mean	Std. Deviation
	Valid		
Criteria: Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned to achieve the targets set in the implementation plans. The above-mentioned indicator is clear.	90	3.044	.6344
It is easy to implement the indicator.	90	2.711	.6403
Do you feel that you have the capability to implement the indicator?	90	1.10	.302
The indicator is relevant.	90	3.256	.4872
Criteria: Implementation plans are devised ... Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above-mentioned indicator is clear.	88	3.023	.6060
It is easy to implement the indicator.	88	2.875	.5635
Do you feel that you have the capability to implement the indicator?	88	1.07	.254
The indicator is relevant.	88	3.182	.4432
Criteria: Implementation plans are devised ... Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above-mentioned indicator is clear.	87	3.287	.6453
It is easy to implement the indicator.	87	3.000	.5906
Do you feel that you have the capability to implement the indicator?	87	1.05	.211
The indicator is relevant.	87	3.310	.5564
Criteria: Implementation plans are devised ...Indicator: Staff undertakes regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance. The indicator is clear.	85	3.212	.5793
It is easy to implement the indicator.	85	3.000	.5345
Do you feel that you have the capability to implement the indicator?	85	1.05	.213
The indicator is relevant.	85	3.341	.5013

Statistics	N	Mean	Std. Deviation
	Valid		
Criteria: Evaluation of ... Indicator: Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers. The above-mentioned indicator is clear.	85	3.341	.6085
It is easy to implement the indicator.	85	3.094	.5482
Do you feel that you have the capability to implement the indicator?	85	1.04	.186
The indicator is relevant.	85	3.412	.5186
Criteria: Evaluation of ... Indicator: Evaluation and review cover processes and results/outcomes of education, including the assessment of learner ... The above-mentioned indicator is clear.	84	3.393	.5601
It is easy to implement the indicator.	84	3.095	.6135
Do you feel that you have the capability to implement the indicator?	84	1.06	.238
The indicator is relevant.	84	3.500	.5264
Criteria: Evaluation of ... Indicator: Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.	84	3.226	.4994
It is easy to implement the indicator.	84	2.881	.5242
Do you feel that you have the capability to implement the indicator?	84	1.08	.278
The indicator is relevant.	84	3.274	.4994
Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.	84	2.917	.6624
It is easy to implement the indicator.	84	2.798	.5968
Do you feel that you have the capability to implement the indicator?	84	1.13	.339
The indicator is relevant.	84	3.202	.4854
Criteria: Review. Indicator: Learners' feedback is gathered on their individual learning experience and on	83	3.361	.5963

Statistics	N	Mean	Std. Deviation
	Valid		
the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.			
It is easy to implement the indicator.	83	3.096	.6555
Do you feel that you have the capability to implement the indicator?	83	1.02	.154
The indicator is relevant.	83	3.434	.5225
Criteria: Review. Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.	83	3.229	.6310
It is easy to implement the indicator.	83	3.096	.5970
Do you feel that you have the capability to implement the indicator?	83	1.02	.154
The indicator is relevant.	83	3.241	.6166
Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.	83	3.253	.5143
It is easy to implement the indicator.	83	3.048	.5823
Do you feel that you have the capability to implement the indicator?	83	1.01	.110
The indicator is relevant.	83	3.325	.5205
Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders, and appropriate action plans are put in place. The above-mentioned indicator is clear.	83	3.217	.4951
It is easy to implement the indicator.	83	3.012	.5059
Do you feel that you have the capability to implement the indicator?	83	1.01	.110
The indicator is relevant.	83	3.325	.4965

Furthermore, we also analysed frequencies separately for the two groups: implementers and evaluators.¹⁰ The “Statistics” of our selected variables displays comparable average values for the two groups. In more than half cases we see the overlap between the highest and lowest average values for our selected variables. Especially the indicator “*Early warning systems are implemented*” stands out. The implementers and evaluators feel that the indicator is the least clear and that they have the least capabilities to implement/evaluate the indicator.

¹⁰ Summary is available in Annex VII: Statistics table for selected variables (valid values, mean and standard deviation) – implementers and evaluators.

3.2.2.1.1 General information (survey and respondents)

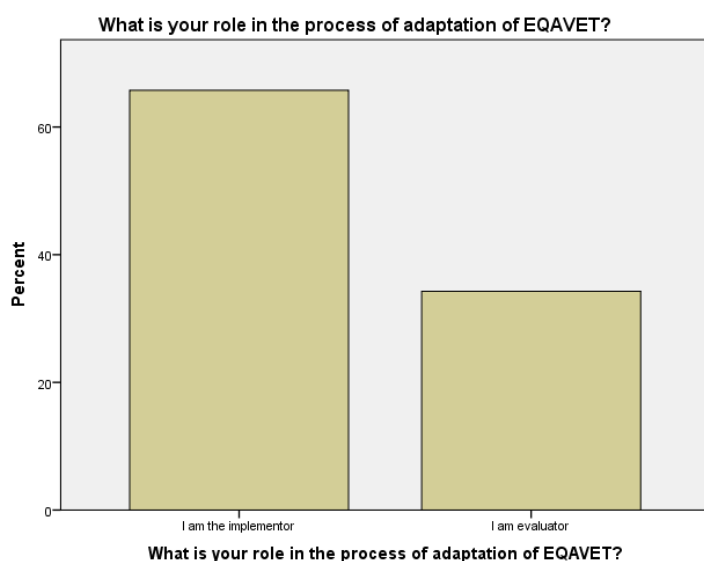
“A frequency table is a simple but very useful description of one variable and gives us both the frequency and various types of percentages of individuals with the different values” (Almquist, Ashir and Brännström, 2017: 33). The first column of each table (Frequency) calculates the absolute frequencies, i.e. the number of individuals in each category of the variable. In the second column “Valid Percent”, only valid respondents are considered (i.e. excluding missing).¹¹ This column is what we primarily focus on.

This is a frequency table of respondents: it displays the number of individuals in the different categories (implementer and evaluator). We see that 71 respondents (65.7 %) have the role of implementers in the process of adaptation of EQAVET, while 37 respondents (34.3 %) have the role of evaluators.

Table 9: Role in the process of adaptation of EQAVET

What is your role in the process of adaptation of EQAVET?		
	Frequency	Valid Percent
I am the implementer	71	65.7
I am evaluator	37	34.3
Total	108	100.0

¹¹ Because there are missing values (user or/and system) in the file, the “ordinary” and the valid percent differ. Frequencies or percentages calculated in the column “Percent” take into account all respondents, including those with missing values. Moreover, “Cumulative Percent” adds up the percentages from the first category to the second, from the second to the third, and so on (Almquist, Ashir and Brännström, 2017: 54), so a substantive interpretation of the column does not make sense, as we sum up things that are not actually comparable (see Koprivnik, Kogovšek and Gnidovec, 2006: 23–24). That is the reason why we excluded the row “Missing values” and the columns “Percent” and “Cumulative Percent” from the tables and present only columns “Frequency” and “Valid Percent”, as they are more suitable for interpretation.



This is a frequency table of survey language of the respondents: it displays the number of individuals per survey language (English, Italian, Portuguese, Slovenian). We see that 47 respondents (43.5 %) responded to the survey in Portuguese.

Table 10: Survey language

Survey language:		
	Frequency	Valid Percent
English	38	35.2
Italian	11	10.2
Portuguese	47	43.5
Slovenian	12	11.1
Total	108	100.0

This is a frequency table of the academic background of respondents: it displays the number of individuals in the different categories (EQF level 6, EQF level 7, EQF level 8 and other). We see that 44 respondents (40.7 %) obtained the Master's degree and 40 respondents (37.0 %) Bachelor's degree.

Table 11: Academic background of respondents

What is your academic background?		
	Frequency	Valid Percent
EQF level 6 - Bachelor's degree	40	37.0
EQF level 7 - Master's degree	44	40.7
EQF level 8 - PhD - Doctorate	19	17.6
Other	5	4.6
Total	108	100.0

The next frequency table displays the scientific area of academic background for respondents. The most respondents with the academic background EQF level 6 obtained the Bachelor's degree in education.

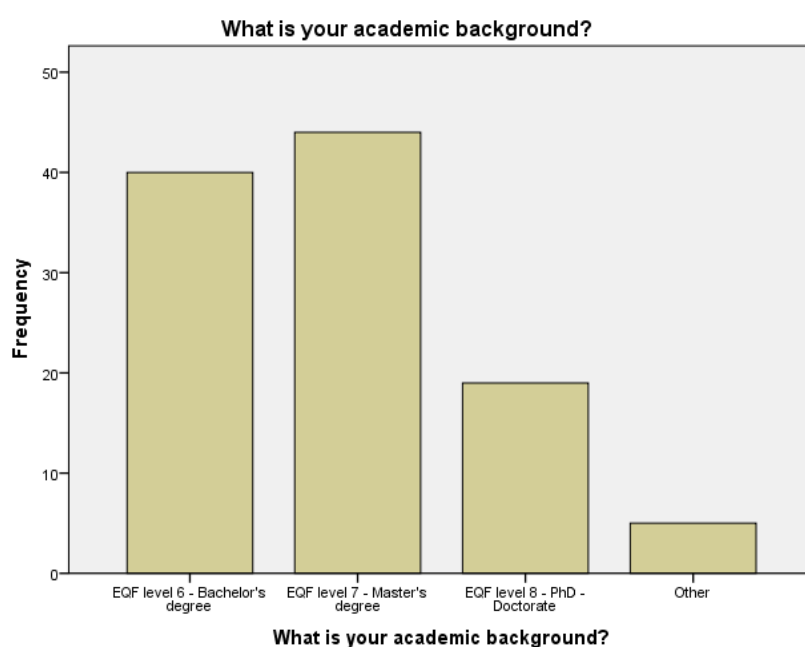


Table 12: Scientific area – academic background (EQF level 6)

In which scientific area (according to ISCED 2013):		
	Frequency	Valid Percent
Education	11	27.5
Arts and humanities	2	5.0
Social sciences, journalism and information	4	10.0
Business, administration and law	12	30.0
Natural sciences, mathematics and statistics	1	2.5
Information and Communication Technologies	2	5.0
Engineering, manufacturing and construction	5	12.5
Agriculture, forestry, fisheries and veterinary	1	2.5
Services	2	5.0
Total	40	100.0

The next frequency table displays the scientific area of academic background for respondents. The most respondents with the academic background EQF level 7 obtained the Master's degree in education.

Table 13: Scientific area – academic background (EQF level 7)

In which scientific area (according to ISCED 2013):		
	Frequency	Valid Percent
Education	15	34.1

In which scientific area (according to ISCED 2013):		
Arts and humanities	2	4.5
Social sciences, journalism and information	8	18.2
Business, administration and law	7	15.9
Natural sciences, mathematics and statistics	4	9.1
Information and Communication Technologies	1	2.3
Engineering, manufacturing and construction	5	11.4
Agriculture, forestry, fisheries and veterinary	1	2.3
Services	1	2.3
Total	44	100.0

The next frequency table displays the scientific area of academic background for respondents. The most respondents with the academic background EQF level 8 obtained the PhD Doctorate in education.

Table 14: Scientific area – academic background (EQF level 8)

In which scientific area (according to ISCED 2013):		
	Frequency	Valid Percent
Education	9	47.4
Arts and humanities	1	5.3
Social sciences, journalism and information	1	5.3

In which scientific area (according to ISCED 2013):		
Business, administration and law	3	15.8
Natural sciences, mathematics and statistics	2	10.5
Engineering, manufacturing and construction	2	10.5
Health and welfare	1	5.3
Total	19	100.0

The next frequency table displays the results for respondents who did not obtain EQF level 6, 7 or 8 and responded with “other”.

Table 15: Scientific area – academic background (Other)

In which scientific area (according to ISCED 2013):		
	Frequency	Valid Percent
Education	1	20.0
Information and Communication Technologies	1	20.0
Engineering, manufacturing and construction	2	40.0
Services	1	20.0
Total	5	100.0

This is a frequency table of working years in Quality Management of respondents: it displays the number of individuals in the different categories (approx. < 10 years of experience, approx. > 10 and < 20 years of experience, approx. > 20 years of experience). We see that 48 respondents (44.4 %) work in the quality management area for less than ten years.

Table 16: Working years in Quality Management

How long are you working in Quality Management area:		
	Frequency	Valid Percent
approx. < 10 years of experience	48	44.4
approx. > 10 and < 20 years of experience	34	31.5
approx. > 20 years of experience	26	24.1
Total	108	100.0

This is a frequency table of working years in Education area of respondents: it displays the number of individuals in the different categories (approx. < 10 years of experience, approx. > 10 and < 20 years of experience, approx. > 20 years of experience). We see that 51 respondents (47.2 %) work in the Education area for more than 20 years.

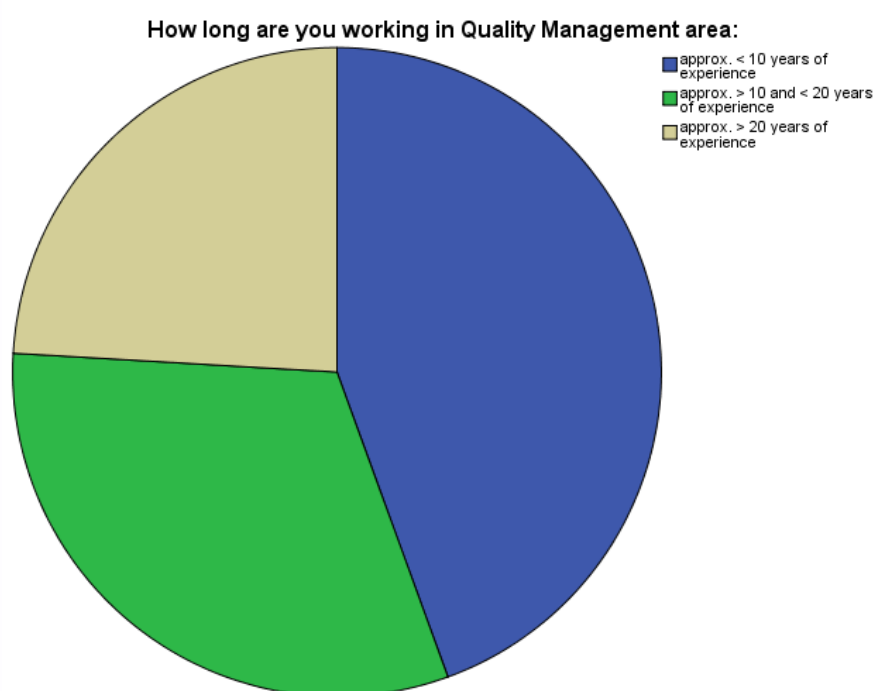
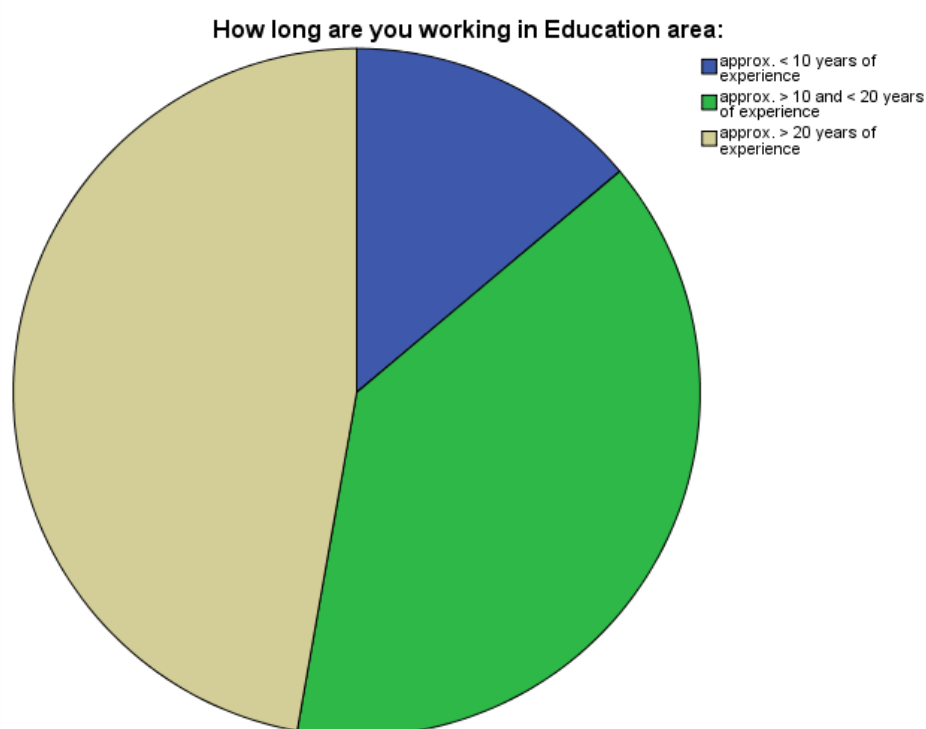


Table 17: Working years in the Education area

How long are you working in the Education area:		
	Frequency	Valid Percent
approx. < 10 years of experience	15	13.9
approx. > 10 and < 20 years of experience	42	38.9
approx. > 20 years of experience	51	47.2
Total	108	100.0



This is a frequency table of respondents: it displays the number of individuals in the different categories for which country their answers relate to. We see that 48 respondents (44.4 %) work in/their answer relates to Portugal.

Table 18: Country answers relate to/respondents work in

Country your answers relate to (e.g. country you work in):		
	Frequency	Valid Percent
Malta	12	11.1
Portugal	48	44.4
Slovenia	12	11.1
Italy	14	13.0
Belgium	1	.9
Other	21	19.4
Total	108	100.0

The most other respondents work in/their answer relates to Hungary.

Table 19: Country answers relate to/respondents work in (other)

Country your answers relate to (e.g. country you work in) (Other:)		
	Frequency	Valid Percent
Estonia	1	4.8
Germany	3	14.3
Hungary	11	52.4
Spain	6	28.6
Total	21	100.0

3.2.2.1.2 Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators

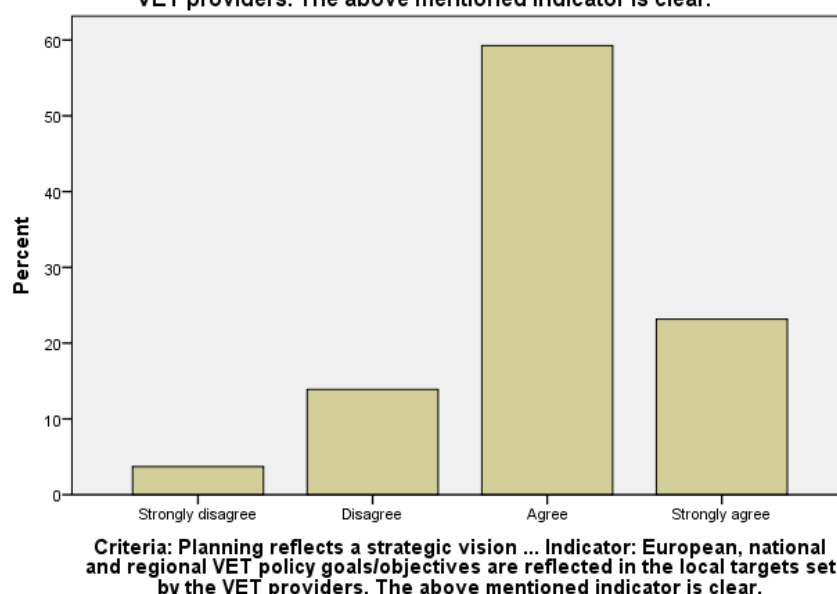
We present frequency tables of respondents: they display the number of individuals in the different categories (strongly disagree, disagree, agree and strongly agree).

We see that 25 (23,1 %) respondents strongly agree that the indicator “*European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers*” is clear, 64 (59,3 %) agree with the statement, etc. Valid values are specifically presented in the table.

Table 20: Indicator1: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	4	3.7
Disagree	15	13.9
Agree	64	59.3
Strongly agree	25	23.1
Total	108	100.0

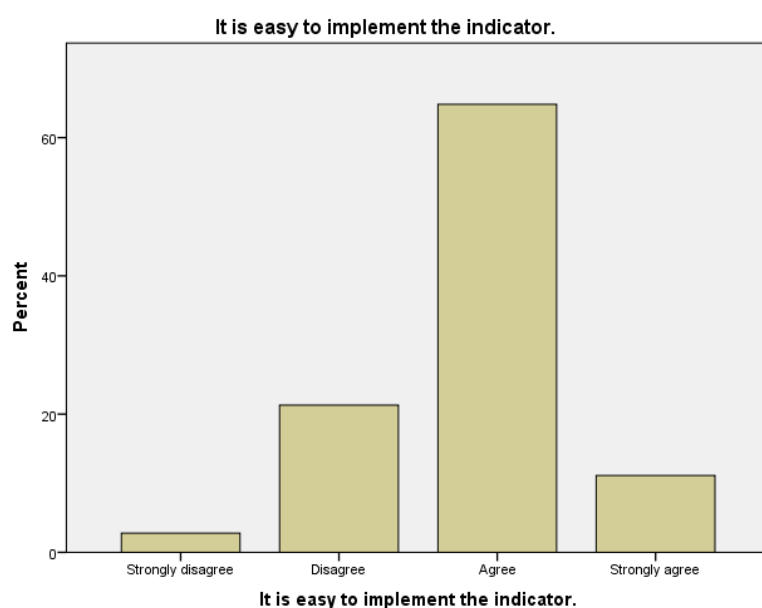
Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above mentioned indicator is clear.



We see that 64,8 % respondents agree that the indicator “*European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers*” is easy to implement/evaluate, 11,1 strongly agree with the statement, etc.

Table 21: Indicator1: The indicator is easy to implement/evaluate

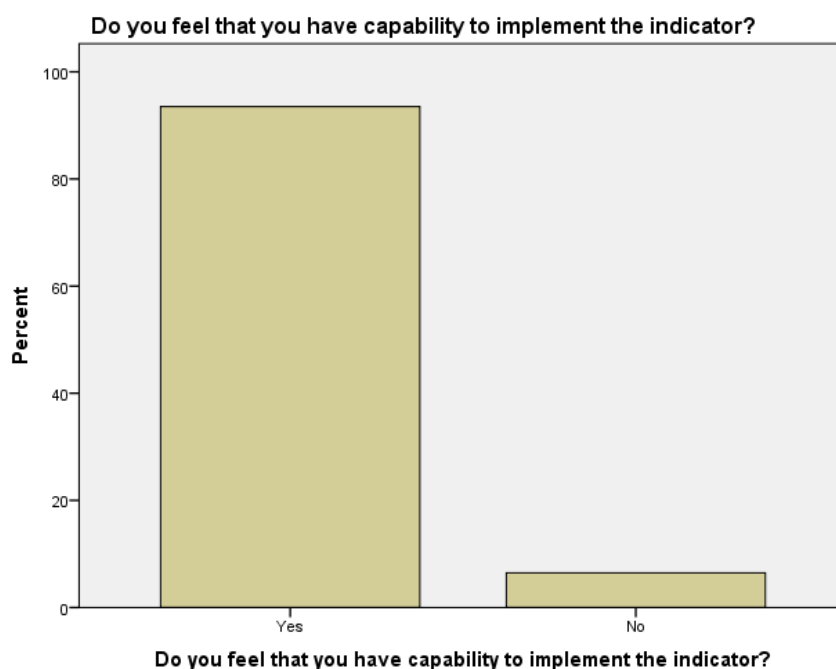
It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	3	2.8
Disagree	23	21.3
Agree	70	64.8
Strongly agree	12	11.1
Total	108	100.0



We see that 93,5 % respondents feel they have the capabilities to implement/evaluate the indicator “*European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers*”.

Table 22: Indicator1: Capabilities of respondents to implement/evaluate the indicator

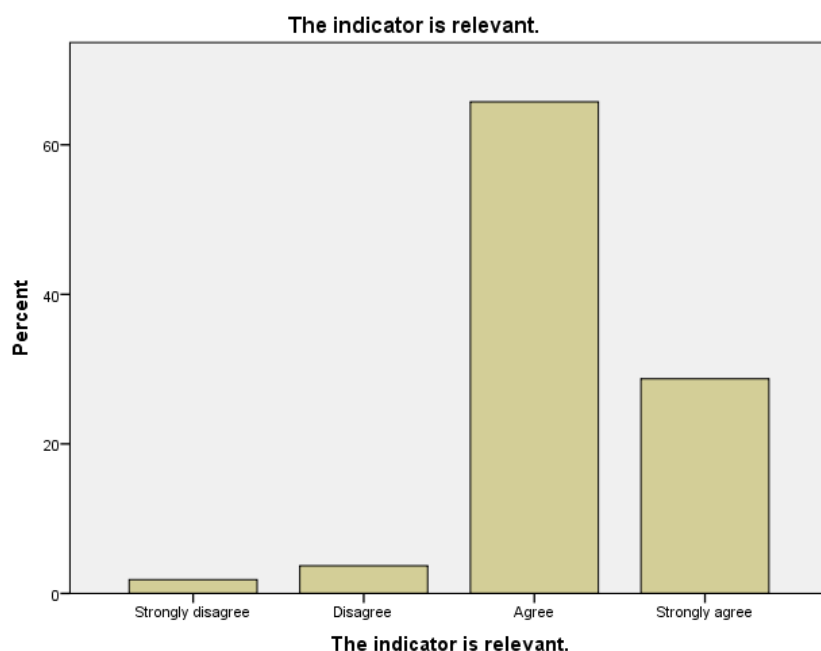
Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	101	93.5
No	7	6.5
Total	108	100.0



We see that 71,1 % respondents agree that the indicator “*European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers*” is relevant, 28,7 % strongly agree with the statement, etc.

Table 23: Indicator1: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Strongly disagree	2	1.9
Disagree	4	3.7
Agree	71	65.7
Strongly agree	31	28.7
Total	108	100.0



We see that 35,0 % respondents strongly agree that the indicator “*Explicit goals/objectives and targets are set and monitored*” is clear, 60,0 % agree with the statement, etc.

Table 24: Indicator2: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: Explicit goals/objectives and targets are set and monitored. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.0
Disagree	4	4.0
Agree	60	60.0
Strongly agree	35	35.0
Total	100	100.0

We see that 74,0 % respondents agree that the indicator “*Explicit goals/objectives and targets are set and monitored*” is easy to implement/evaluate.

Table 25: Indicator2: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.0
Disagree	10	10.0
Agree	74	74.0
Strongly agree	15	15.0
Total	100	100.0

We see that 98,0 % respondents feel they have the capabilities to implement/evaluate the indicator “*Explicit goals/objectives and targets are set and monitored*”.

Table 26: Indicator2: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	98	98.0
No	2	2.0
Total	100	100.0

We see that 61,1 % respondents agree that the indicator “*Explicit goals/objectives and targets are set and monitored*” is relevant.

Table 27: Indicator2: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	3	3.0
Agree	61	61.0
Strongly agree	36	36.0
Total	100	100.0

We see that 26,5 % respondents strongly agree that the indicator “*Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs*” is clear, 67,3 % agree with the statement, etc.

Table 28: Indicator3: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	6	6.1
Agree	66	67.3
Strongly agree	26	26.5
Total	98	100.0

We see that 66,3 % respondents agree that the indicator “*Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs*” is easy to implement/evaluate.

Table 29: Indicator3: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	2	2.0
Disagree	21	21.4
Agree	65	66.3
Strongly agree	10	10.2
Total	98	100.0

We see that 95,9 % respondents feel they have the capabilities to implement/evaluate the indicator “*Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs*”.

Table 30: Indicator3: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	94	95.9
No	4	4.1
Total	98	100.0

We see that 74,5 % respondents agree that the indicator “*Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs*” is relevant.

Table 31: Indicator3: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.0
Agree	73	74.5
Strongly agree	24	24.5
Total	98	100.0

We see that 30,2 % respondents strongly agree that the indicator “*Responsibilities in quality management and development have been explicitly allocated*” is clear, 60,4 % agree with the statement, etc.

Table 32: Indicator4: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: Responsibilities in quality management and development have been explicitly allocated. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	9	9.4
Agree	58	60.4
Strongly agree	29	30.2
Total	96	100.0

We see that 75,0 % respondents agree that the indicator “*Responsibilities in quality management and development have been explicitly allocated*” is easy to implement/evaluate.

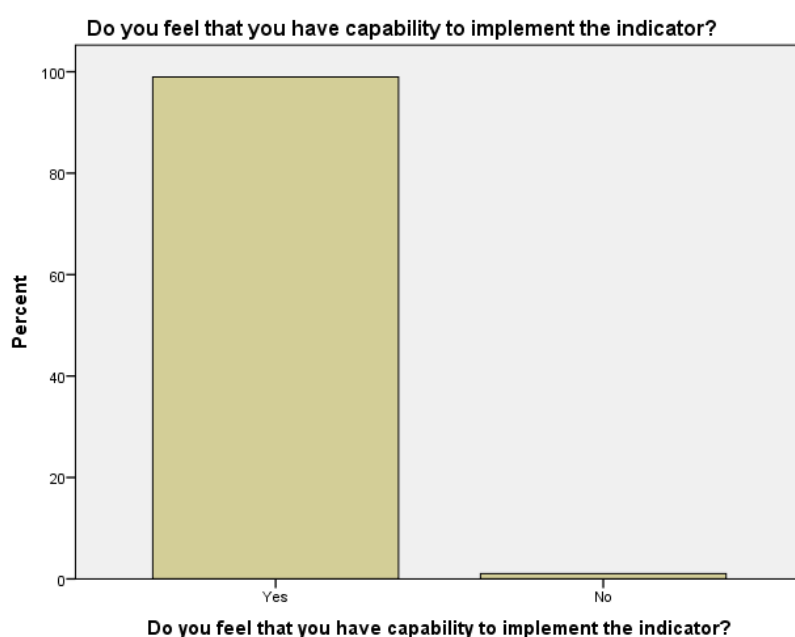
Table 33: Indicator4: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.0
Disagree	10	10.4
Agree	72	75.0
Strongly agree	13	13.5
Total	96	100.0

We see that 99,0 % respondents feel they have the capabilities to implement/evaluate the indicator *“Responsibilities in quality management and development have been explicitly allocated”*.

Table 34: Indicator4: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	95	99.0
No	1	1.0
Total	96	100.0



We see that 68,8 % respondents agree that the indicator “*Responsibilities in quality management and development have been explicitly allocated*” is relevant.

Table 35: Indicator4: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	3	3.1
Agree	66	68.8
Strongly agree	27	28.1
Total	96	100.0

We see that 64,2 % respondents strongly agree that the indicator “*There is an early involvement of staff in planning, including with regard to quality development*” is clear, 27,4 % agree with the statement, etc.

Table 36: Indicator5: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	8	8.4
Agree	61	64.2
Strongly agree	26	27.4
Total	95	100.0

We see that 66,3 % respondents agree that the indicator “*There is early involvement of staff in planning, including with regard to quality development*” is easy to implement/evaluate.

Table 37: Indicator5: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	25	26.3
Agree	63	66.3
Strongly agree	7	7.4
Total	95	100.0

We see that 95,8 % respondents feel they have the capabilities to implement/evaluate the indicator “*There is early involvement of staff in planning, including with regard to quality development*”.

Table 38: Indicator5: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	91	95.8
No	4	4.2
Total	95	100.0

We see that 62,1 % respondents agree that the indicator “*There is an early involvement of staff in planning, including with regard to quality development*” is relevant.

Table 39: Indicator5: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	5	5.3
Agree	59	62.1
Strongly agree	31	32.6
Total	95	100.0

We see that 73,7 % respondents agree that the indicator “*Providers plan cooperative initiatives with other VET providers*” is clear.

Table 40: Indicator6: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: Providers plan cooperative initiatives with other VET providers. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	6	6.3
Agree	70	73.7
Strongly agree	19	20.0
Total	95	100.0

We see that 73,7 % respondents agree that the indicator “*Providers plan cooperative initiatives with other VET providers*” is easy to implement/evaluate.

Table 41: Indicator6: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	16	16.8
Agree	70	73.7
Strongly agree	9	9.5
Total	95	100.0

We see that 93,7 % respondents feel they have the capabilities to implement/evaluate the indicator “*Providers plan cooperative initiatives with other VET providers*”.

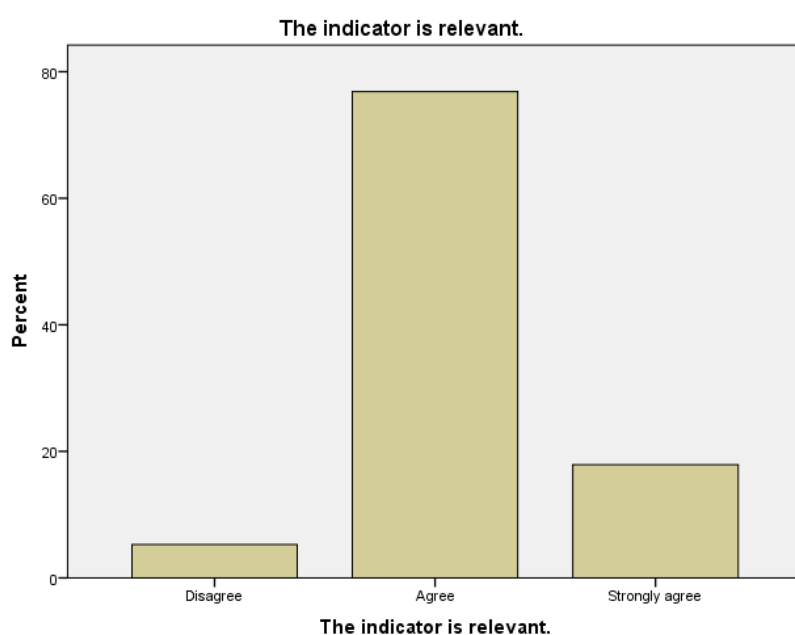
Table 42: Indicator6: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	89	93.7
No	6	6.3
Total	95	100.0

We see that 76,8 % respondents agree that the indicator “*Providers plan cooperative initiatives with other VET providers*” is relevant.

Table 43: Indicator6: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	5	5.3
Agree	73	76.8
Strongly agree	17	17.9
Total	95	100.0



We see that 59,6 % respondents strongly agree that the indicator “*The relevant stakeholders participate in the process of analysing local needs*” is clear.

Table 44: Indicator7: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: The relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	2	2.1
Disagree	8	8.5
Agree	56	59.6
Strongly agree	28	29.8
Total	94	100.0

We see that 64,9 % respondents agree that the indicator “*The relevant stakeholders participate in the process of analysing local needs*” is easy to implement/evaluate.

Table 45: Indicator7: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	2	2.1
Disagree	25	26.6
Agree	61	64.9
Strongly agree	6	6.4
Total	94	100.0

We see that 93,6 % respondents feel they have the capabilities to implement/evaluate the indicator “*The relevant stakeholders participate in the process of analysing local needs*”.

Table 46: Indicator7: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	88	93.6
No	6	6.4
Total	94	100.0

We see that 93,6 % respondents agree that the indicator “*The relevant stakeholders participate in the process of analysing local needs*” is relevant.

Table 47: Indicator7: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	6	6.4
Agree	64	68.1
Strongly agree	24	25.5
Total	94	100.0

We see that 61,3 % respondents strongly agree that the indicator “*VET providers have an explicit and transparent quality assurance system in place*” is clear.

Table 48: Indicator8: The indicator is clear

Criteria: Planning reflects a strategic vision ... Indicator: VET providers have an explicit and transparent quality assurance system in place. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	9	9.7
Agree	57	61.3
Strongly agree	26	28.0
Total	93	100.0

We see that 68,8 % respondents agree that the indicator “*VET providers have an explicit and transparent quality assurance system in place*” is easy to implement/evaluate.

Table 49: Indicator8: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	16	17.2
Agree	64	68.8
Strongly agree	12	12.9
Total	93	100.0

We see that 98,9 % respondents feel they have the capabilities to implement/evaluate the indicator “*VET providers have an explicit and transparent quality assurance system in place*”.

Table 50: Indicator8: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	92	98.9
No	1	1.1
Total	93	100.0

We see that 98,9 % respondents agree that the indicator “*VET providers have an explicit and transparent quality assurance system in place*” is relevant.

Table 51: Indicator8: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.1
Agree	60	64.5
Strongly agree	32	34.4
Total	93	100.0

3.2.2.1.3 Criteria: Implementation plans are devised in consultation with stakeholders and include explicit principles

We see that 66,7 % respondents strongly agree that the indicator “*Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans*” is clear.

Table 52: Indicator9: The indicator is clear

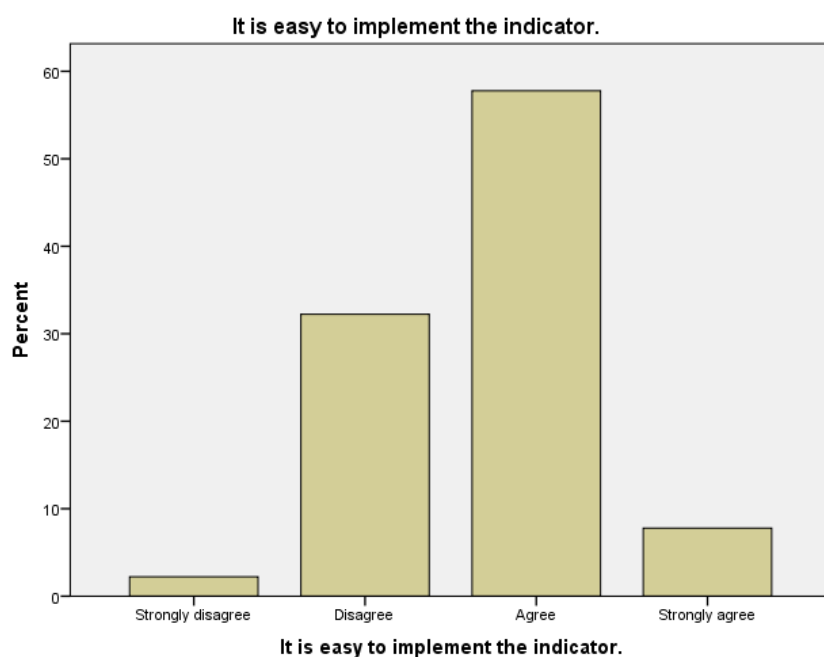
Criteria: Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	2	2.2
Disagree	10	11.1
Agree	60	66.7
Strongly agree	18	20.0
Total	90	100.0

We see that 57,8 % respondents agree that the indicator “*Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans*” is easy to implement/evaluate.

Table 53: Indicator9: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	2	2.2
Disagree	29	32.2
Agree	52	57.8

It is easy to implement/evaluate the indicator.		
Strongly agree	7	7.8
Total	90	100.0



We see that 90,0 % respondents feel they have the capabilities to implement/evaluate the indicator “*Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans*”.

Table 54: Indicator9: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	81	90.0
No	9	10.0
Total	90	100.0

We see that 70,0 % respondents agree that the indicator “*Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans*” is relevant.

Table 55: Indicator9: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	2	2.2
Agree	63	70.0
Strongly agree	25	27.8
Total	90	100.0

We see that 67,0 % respondents strongly agree that the indicator “*Relevant and inclusive partnerships are explicitly supported to implement the actions planned*” is clear.

Table 56: Indicator9: Indicator10: The indicator is clear

Criteria: Implementation plans are devised ... Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	12	13.6
Agree	59	67.0
Strongly agree	16	18.2
Total	88	100.0

We see that 70,5 % respondents agree that the indicator “*Relevant and inclusive partnerships are explicitly supported to implement the actions planned*” is easy to implement/evaluate.

Table 57: Indicator10: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	17	19.3
Agree	62	70.5
Strongly agree	8	9.1
Total	88	100.0

We see that 93,2 % respondents feel they have the capabilities to implement/evaluate the indicator “*Relevant and inclusive partnerships are explicitly supported to implement the actions planned*”.

Table 58: Indicator10: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	82	93.2
No	6	6.8
Total	88	100.0

We see that 77,3 % respondents agree that the indicator “*Relevant and inclusive partnerships are explicitly supported to implement the actions planned*” is relevant.

Table 59: Indicator10: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	2	2.3
Agree	68	77.3
Strongly agree	18	20.5
Total	88	100.0

We see that 54,0 % respondents strongly agree that the indicator “*The strategic plan for staff competence development specifies the need for training for teachers and trainers*” is clear.

Table 60: Indicator11: The indicator is clear

Criteria: Implementation plans are devised ... Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	6	6.9
Agree	47	54.0
Strongly agree	33	37.9
Total	87	100.0

We see that 69,0 % respondents agree that the indicator “*The strategic plan for staff competence development specifies the need for training for teachers and trainers*” is easy to implement/evaluate.

Table 61: Indicator11: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	12	13.8
Agree	60	69.0
Strongly agree	14	16.1
Total	87	100.0

We see that 95,4 % respondents feel they have the capabilities to implement/evaluate the indicator “*The strategic plan for staff competence development specifies the need for training for teachers and trainers*”.

Table 62: Indicator11: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	83	95.4
No	4	4.6
Total	87	100.0

We see that 95,4 % respondents agree that the indicator “*The strategic plan for staff competence development specifies the need for training for teachers and trainers*” is relevant.

Table 63: Indicator11: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Strongly disagree	1	1.1
Disagree	1	1.1
Agree	55	63.2
Strongly agree	30	34.5
Total	87	100.0

We see that 62,4 % respondents strongly agree that the indicator “*Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance*” is clear.

Table 64: Indicator12: The indicator is clear

Criteria: Implementation plans are devised ... Indicator: Staff undertakes regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance. The indicator is clear.		
	Frequency	Valid Percent
Disagree	7	8.2
Agree	53	62.4
Strongly agree	25	29.4
Total	85	100.0

We see that 71,8 % respondents agree that the indicator “*Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance*” is easy to implement/evaluate.

Table 65: Indicator12: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	12	14.1
Agree	61	71.8
Strongly agree	12	14.1
Total	85	100.0

We see that 95,3 % respondents feel they have the capabilities to implement/evaluate the indicator *“Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement and to enhance performance”*.

Table 66: Indicator12: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	81	95.3
No	4	4.7
Total	85	100.0

We see that 95,3 % respondents agree that the indicator *“Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance”* is relevant.

Table 67: Indicator12: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.2
Agree	54	63.5
Strongly agree	30	35.3
Total	85	100.0

3.2.2.1.4 Criteria: Evaluation of outcomes and processes is regularly carried out and supported by measurement

We see that 51,8 % respondents strongly agree that the indicator “*Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers*” is clear.

Table 68: Indicator13: The indicator is clear

Criteria: Evaluation of ... Indicator: Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	6	7.1
Agree	44	51.8
Strongly agree	35	41.2
Total	85	100.0

We see that 69,4 % respondents agree that the indicator “*Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers*” is easy to implement/evaluate.

Table 69: Indicator13: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	9	10.6
Agree	59	69.4
Strongly agree	17	20.0
Total	85	100.0

We see that 96,5 % respondents feel they have the capabilities to implement/evaluate the indicator “*Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers*”.

Table 70: Indicator13: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	82	96.5
No	3	3.5
Total	85	100.0

We see that 56,5 % respondents agree that the indicator “*Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers*” is relevant.

Table 71: Indicator13: Relevance of the indicator

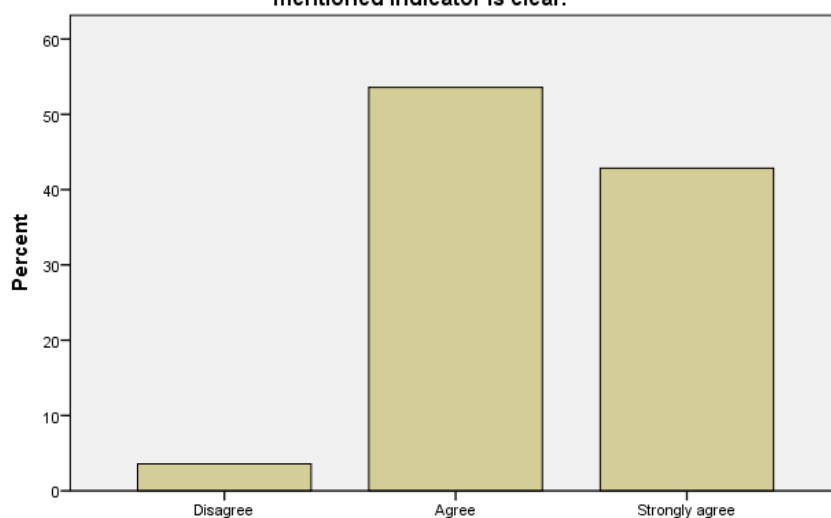
The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.2
Agree	48	56.5
Strongly agree	36	42.4
Total	85	100.0

We see that 53,6 % respondents strongly agree that the indicator “*Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction*” is clear.

Table 72: Indicator14: The indicator is clear

Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outcomes of education including the assessment of learner ... The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	3	3.6
Agree	45	53.6
Strongly agree	36	42.9
Total	84	100.0

Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outcomes of education including the assessment of learner ... The above mentioned indicator is clear.



Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outcomes of education including the assessment of learner ... The above mentioned indicator is clear.

We see that 61,9 % respondents agree that the indicator “*Evaluation and review cover processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction*” is easy to implement/evaluate.

Table 73: Indicator14: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	12	14.3
Agree	52	61.9
Strongly agree	20	23.8
Total	84	100.0

We see that 94,0 % respondents feel they have the capabilities to implement/evaluate the indicator *“Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction”*.

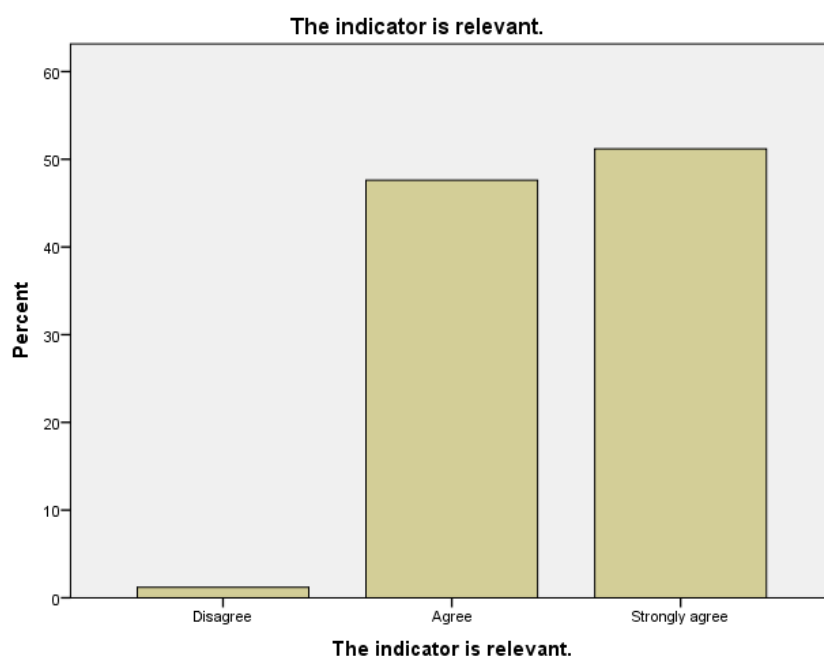
Table 74: Indicator14: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	79	94.0
No	5	6.0
Total	84	100.0

We see that 51,2 % respondents strongly agree that the indicator *“Evaluation and review cover processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction”* is relevant.

Table 75: Indicator14: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.2
Agree	40	47.6
Strongly agree	43	51.2
Total	84	100.0



We see that 70,2 % respondents strongly agree that the indicator “*Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders*” is clear.

Table 76: Indicator15: The indicator is clear

Criteria: Evaluation of ... Indicator: Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	3	3.6
Agree	59	70.2
Strongly agree	22	26.2
Total	84	100.0

We see that 71,4 % respondents agree that the indicator “*Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders*” is easy to implement/evaluate.

Table 77: Indicator15: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Disagree	17	20.2
Agree	60	71.4
Strongly agree	7	8.3
Total	84	100.0

We see that 91,7 % respondents feel they have the capabilities to implement/evaluate the indicator “*Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders*”.

Table 78: Indicator15: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	77	91.7
No	7	8.3
Total	84	100.0

We see that 67,9 % respondents agree that the indicator “*Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders*” is relevant.

Table 79: Indicator15: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	2	2.4
Agree	57	67.9
Strongly agree	25	29.8
Total	84	100.0

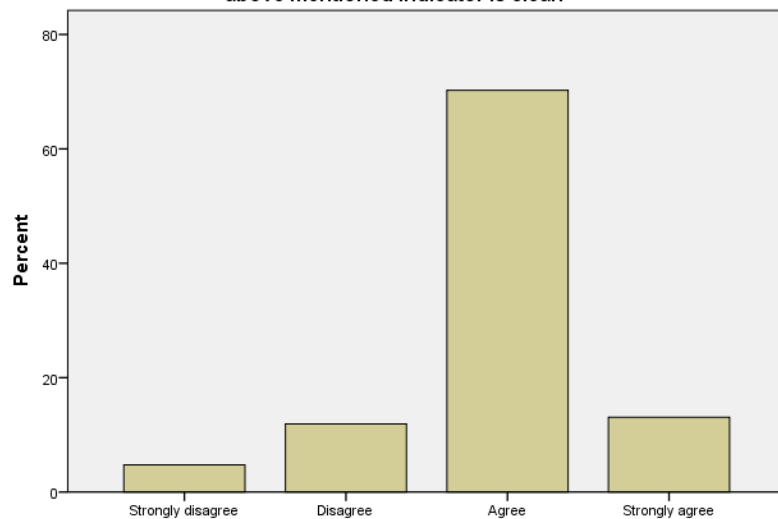
We see that 70,2 % respondents strongly agree that the indicator “*Early warning systems are implemented*” is clear.

Table 80: Indicator16: The indicator is clear

Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.		
	Frequency	Valid Percent

Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.		
Strongly disagree	4	4.8
Disagree	10	11.9
Agree	59	70.2
Strongly agree	11	13.1
Total	84	100.0

Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above mentioned indicator is clear.



Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above mentioned indicator is clear.

We see that 75,0 % respondents agree that the indicator “*Early warning systems are implemented*” is easy to implement/evaluate.

Table 81: Indicator16: The indicator is easy to implement/evaluate

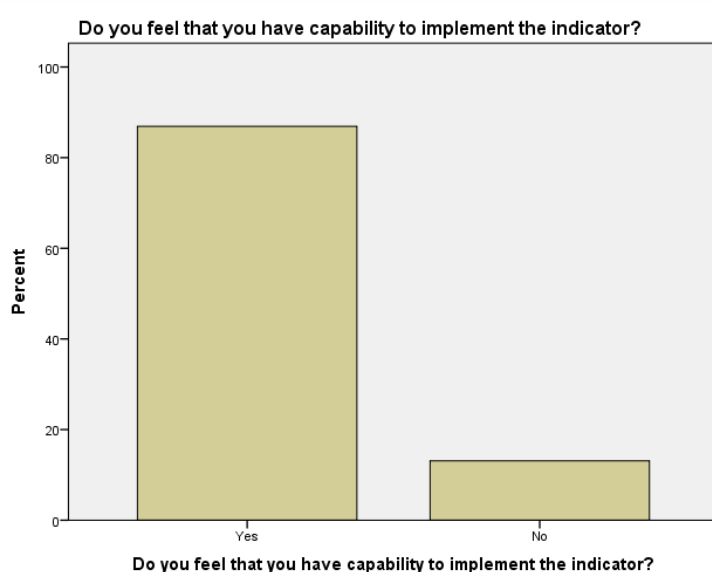
It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	4	4.8
Disagree	13	15.5

It is easy to implement/evaluate the indicator.		
Agree	63	75.0
Strongly agree	4	4.8
Total	84	100.0

We see that 86,9 % respondents feel they have the capabilities to implement/evaluate the indicator “*Early warning systems are implemented*”.

Table 82: Indicator16: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	73	86.9
No	11	13.1
Total	84	100.0



We see that 72,6 % respondents agree that the indicator “*Early warning systems are implemented*” is relevant.

Table 83: Indicator16: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	3	3.6
Agree	61	72.6
Strongly agree	20	23.8
Total	84	100.0

3.2.2.1.5 Criteria: Review

We see that 55,4 % respondents strongly agree that the indicator “*Learners’ feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers’ feedback, this is used to inform further actions*” is clear.

Table 84: Indicator17: The indicator is clear

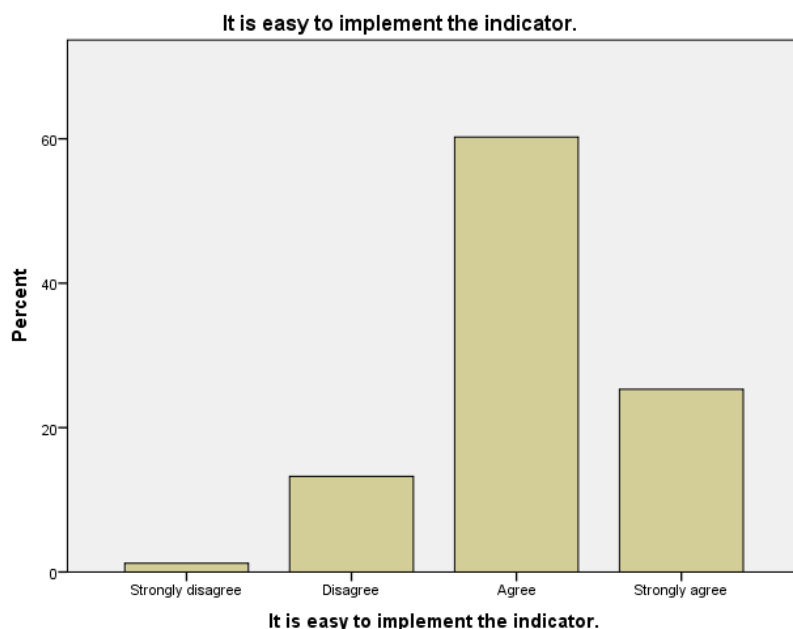
Criteria: Review. Indicator: Learners’ feedback is gathered on their individual learning experience and on the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.2
Disagree	2	2.4
Agree	46	55.4
Strongly agree	34	41.0
Total	83	100.0

We see that 60,2 % respondents agree that the indicator “*Learners’ feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers’ feedback, this is used to inform further actions*” is easy to implement/evaluate.

Table 85: Indicator17: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.2
Disagree	11	13.3
Agree	50	60.2
Strongly agree	21	25.3

It is easy to implement/evaluate the indicator.		
Total	83	100.0



We see that 97,6 % respondents feel they have the capabilities to implement/evaluate the indicator *“Learners’ feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers’ feedback, this is used to inform further actions”*.

Table 86: Indicator17: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	81	97.6
No	2	2.4
Total	83	100.0

We see that 54,2 % respondents agree that the indicator “*Learners’ feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers’ feedback, this is used to inform further actions*” is relevant.

Table 87: Indicator17: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.2
Agree	45	54.2
Strongly agree	37	44.6
Total	83	100.0

We see that 59,0 % respondents strongly agree that the indicator “*Information on the outcomes of the review is widely and publicly available*” is clear.

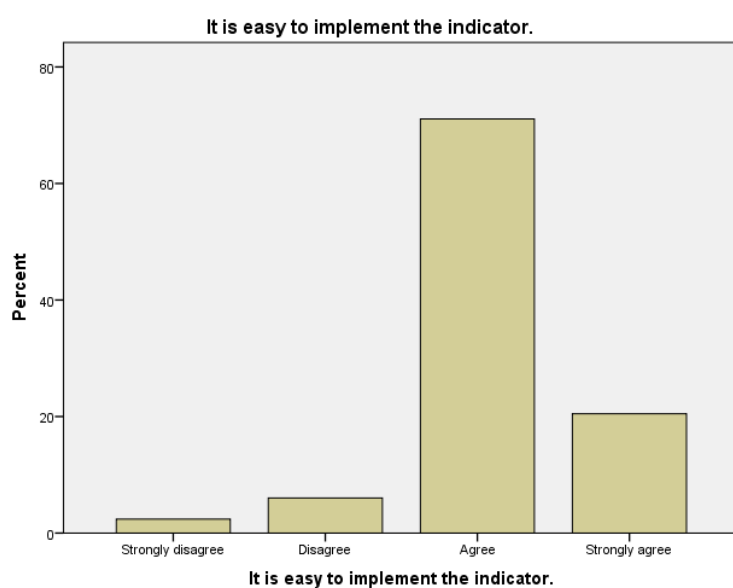
Table 88: Indicator18: The indicator is clear

Criteria: Review. Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Strongly disagree	1	1.2
Disagree	6	7.2
Agree	49	59.0
Strongly agree	27	32.5
Total	83	100.0

We see that 71,1 % respondents agree that the indicator “*Information on the outcomes of the review is widely and publicly available*” is easy to implement/evaluate.

Table 89: Indicator18: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	2	2.4
Disagree	5	6.0
Agree	59	71.1
Strongly agree	17	20.5
Total	83	100.0



We see that 97,6 % respondents feel they have the capabilities to implement/evaluate the indicator “*Information on the outcomes of the review is widely and publicly available*”.

Table 90: Indicator18: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	81	97.6
No	2	2.4
Total	83	100.0

We see that 60,2 % respondents agree that the indicator “*Information on the outcomes of the review is widely and publicly available*” is relevant.

Table 91: Indicator18: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Strongly disagree	1	1.2
Disagree	5	6.0
Agree	50	60.2
Strongly agree	27	32.5
Total	83	100.0

We see that 67,5 % respondents strongly agree that the indicator “*Procedures on feedback and review are part of a strategic learning process in the organisation*” is clear.

Table 92: Indicator19: The indicator is clear

Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	3	3.6
Agree	56	67.5
Strongly agree	24	28.9
Total	83	100.0

We see that 73,5 % respondents agree that the indicator “*Procedures on feedback and review are part of a strategic learning process in the organisation*” is easy to implement/evaluate.

Table 93: Indicator19: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	2	2.4
Disagree	6	7.2
Agree	61	73.5
Strongly agree	14	16.9
Total	83	100.0

We see that 98,8 % respondents feel they have the capabilities to implement/evaluate the indicator “*Procedures on feedback and review are part of a strategic learning process in the organisation*”.

Table 94: Indicator19: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	82	98.8
No	1	1.2
Total	83	100.0

We see that 62,7 % respondents agree that the indicator “*Procedures on feedback and review are part of a strategic learning process in the organisation*” is relevant.

Table 95: Indicator19: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	2	2.4
Agree	52	62.7
Strongly agree	29	34.9
Total	83	100.0

We see that 71,1 % respondents strongly agree that the indicator “*Results/outcomes of the evaluation process are discussed with relevant stakeholders, and appropriate action plans are put in place*” is clear.

Table 96: Indicator20: The indicator is clear

Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders, and appropriate action plans are put in place. The above-mentioned indicator is clear.		
	Frequency	Valid Percent
Disagree	3	3.6
Agree	59	71.1
Strongly agree	21	25.3
Total	83	100.0

We see that 78,3 % respondents agree that the indicator “*Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place*” is easy to implement/evaluate.

Table 97: Indicator20: The indicator is easy to implement/evaluate

It is easy to implement/evaluate the indicator.		
	Frequency	Valid Percent
Strongly disagree	1	1.2
Disagree	7	8.4
Agree	65	78.3
Strongly agree	10	12.0
Total	83	100.0

We see that 98,8 % respondents feel they have the capabilities to implement/evaluate the indicator “*Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place*”.

Table 98: Indicator20: Capabilities of respondents to implement/evaluate the indicator

Do you feel that you have the capability to implement/evaluate the indicator?		
	Frequency	Valid Percent
Yes	82	98.8
No	1	1.2
Total	83	100.0

We see that 65,1 % respondents agree that the indicator “*Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place*” is relevant.

Table 99: Indicator20: Relevance of the indicator

The indicator is relevant.		
	Frequency	Valid Percent
Disagree	1	1.2
Agree	54	65.1
Strongly agree	28	33.7
Total	83	100.0

3.2.2.2 Statistical significance (Independent T-test)

The independent samples T-test is a method for comparing the mean of one variable between two (unrelated) groups (Almquist, Ashir and Brännström, 2017: 114). The T-test allows testing whether the average value of the same variable in one group of units is different (greater or less) than the average value in the other group of units (see Koprivnik, Kogovšek and Gnidovec, 2006: 48). The test tells us whether or not there is a statistically significant difference in answers between implementers and evaluators. The programme also calculated a 95% confidence interval for the difference in mean values across the population (ibid.). If the significance of the T test — that is, the two-tailed significance — is low, it indicates a significant difference in the two means. “The first value of interest is the Levene’s Test for Equality of Variances. This test indicates which row of the table you are supposed to focus on. Look at the column called Sig. If Levene’s test is significant at the 5 % level ($p < 0.05$), then you focus on the row for Equal variances not assumed. If the test is not significant ($p > 0.05$), you focus on the row for Equal variances assumed.” (Almquist, Ashir and Brännström, 2017: 120).

The Independent Samples Test table displays the two means, the standard deviation and standard error for the two means. The table called Group Statistics sums the statistics for the variable “What is your academic background?” As you can see, the evaluators have higher EQF level of education (Mean=2.21) compared to the implementers (Mean=1.59).

Table 100: Group Statistics for variable “*What is your academic background?*”

	What is your role in the process of adaptation of EQAVET?	N	Mean	Std. Deviation	Std. Error
What is your academic background?	I am the implementer	69	1.59	.693	.083
	I am evaluator	34	2.21	.641	.110

In the first part (Levene’s Test for Equality of Variances) we test whether the variances in both groups are the same. Based on this conclusion, we establish which row we are supposed to look at when testing the assumption of the equality of averages (t-test for Equality of Means). In the first part of the table for the variable “What is your academic background?”, we see that the significance is higher than 0.05 (more precisely, it is 0.122), which means that the null assumption can be confirmed. Now we can move to the column called Sig. (2-tailed). This means that in the second part of the table, we look at the first row (Equal variances assumed). In this case, it is 0.000, which means that there are statistically significant differences between implementers and evaluators regarding their academic background.

Table 101: Independent Samples T-Test for the variable “*What is your academic background?*”

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
What is your academic background?	Equal variances assumed	2.426	.122	-4.316	101	.000	-.612	.142	-.893	-.331
	Equal variances not assumed			-4.433	70.576	.000	-.612	.138	-.887	-.337

The table called Group Statistics sums the statistics for the variable “Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.” As can be seen, the indicator is more clear for the implementers (Mean=3.27) compared to the evaluators (Mean=3.03).

Table 102: Group Statistics for variable “*Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.*”¹²

	What is your role in the process of adaptation of EQAVET?	N	Mean	Std. Deviation	Std. Error Mean
Criteria: Planning reflects a strategic vision ... Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	I am the implementer	62	3.274	.5774	.0733
	I am evaluator	33	3.030	.5294	.0922

¹² Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators.

In the first part of the table for the variable “The above-mentioned indicator is clear”, we see that the significance is less than 0.05 (more precisely, it is 0.010), which means that the null assumption can be rejected. Now we can move to the column called Sig. (2-tailed). This means that in the second part of the table, we look at the second row (Equal variances not assumed). In this case, it is 0.042, which means that there are statistically significant differences between implementers and evaluators in regarding the indicator “There is early involvement of staff in planning, including with regard to quality development” as a clear.

Table 103: Independent Samples T-Test for variable “Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.”¹³

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Criteria: Planning reflects a strategic vision ... Indicator: There is early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	Equal variances assumed	6.834	.010	2.016	93	.047	.2439	.1210	.0037	.4841
	Equal variances not assumed			2.071	70.518	.042	.2439	.1178	.0090	.4788

¹³ Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators.

The table called Group Statistics sums the statistics for the variable “Indicator: The relevant stakeholders participate in the process of analysing local needs. The indicator is relevant.” As can be seen, the indicator is more relevant for the evaluators (Mean=3.364) compared to the implementers (Mean=3.098).

Table 104: Group Statistics for the variable “*The indicator is relevant.*”¹⁴

	What is your role in the process of adaptation of EQAVET?	N	Mean	Std. Deviation	Std. Error Mean
The indicator is relevant.	I am the implementer	61	3.098	.4728	.0605
	I am evaluator	33	3.364	.6030	.1050

In the first part of the table for the variable “The indicator is relevant”, we see that the significance is less than 0.05 (more precisely, it is 0.001), which means that the null assumption can be rejected. Now we can move to the column called Sig. (2-tailed). This means that in the second part of the table we look at the second row (Equal variances not assumed). In this case, it is 0.033, which means that there are statistically significant differences between implementers and evaluators. For the evaluators, the indicator “The relevant stakeholders participate in the process of analysing local needs” is more relevant.

¹⁴ Indicator: The relevant stakeholders participate in the process of analysing local needs. (Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators).

Table 105: Independent Samples T-Test for variable “*The indicator is relevant.*”¹⁵

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The indicator is relevant.	Equal variances assumed	11.651	.001	-2.353	92	.021	-.2653	.1128	-.4892	-.0413
	Equal variances not assumed			-2.189	53.654	.033	-.2653	.1212	-.5083	-.0223

¹⁵ Indicator: The relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear (Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators).

3.2.2.3 Open-ended questions analysis

3.2.2.3.1 Implementing the indicator – difficulties

Respondents provided more than 300 different elements that can be viewed as difficulties. The table displays only difficulties that were mentioned at least seven times (they were merged). Most times, the respondents said that it is difficult to implement the indicator because it is not clear, or it has ambiguous objectives. They proposed the indicator to be more clearly defined. They also mentioned that some interested parties are hard to obtain and that they have difficulties gathering actors of the process. Some of the respondents pointed out the lack of human resources.

Table 106: Difficulties implementing the indicator

In what way is it difficult?	Frequency
Not clear, ambiguous objectives	35
Parties not collaborative/several parties	32
Staff	19
Resources	17
Time	13
Local specificities, needs	12
Budget/finance	12
Quality management	10
Analysis	9
Elaborated criteria	8
Not easy [to evaluate]	8
Information	7

3.2.2.3.2 The capability to implement the indicator – needs

When asked about their needs, the respondents most often asked for better, clearer definition of the indicator. After that, they mentioned adequate and timed financing and additional resources. “Necessary resources can be material (equipment, facilities) or human (skills, knowledge)”.

Table 107: The capability to implement the indicator – what respondents need

If not, what do you need?	Frequency
(Clear) definition	13
Budget	10
Additional resources	9
Information	6
Not competent	5
Knowledge	4

3.2.2.3.3 Relevance of the indicator

When asked why do they feel the indicator is not relevant, only a handful of participants responded. Most of them (5) said that the indicator is either not useful or not clear.

Why do you feel the indicator is not relevant?	Frequency
Not useful	5
Not clear	4
Feasibility	2
Not realist	2
Too general	2

Why do you feel the indicator is not relevant?	Frequency
Definition	2

3.3 Gap analysis – joint difficulties

After analysis of gathered articles/publications, joint difficulties were merged. For “criteria interpretations”, seven difficulties were identified, for “constructive criticism” thirteen difficulties and for “problems encountered” six difficulties. Remaining difficulties were merged into “Other”. From the articles/publications, we could identify 31 joint difficulties in the fields of criteria interpretation, constructive criticism, problems encountered and “other”.

Table 108: Joint difficulties felt by users (analysis of articles/publications)

Joint difficulties felt by users

Criteria interpretation

1. Challenge in matching EQAVET framework to national quality assurance measures (also can lead to bureaucracy overload and to the lack of a real culture of quality; lack of specific information for the implementation of quality strategies)
 2. Diminishing standardization due to the influence of different national contexts on EQAVET implementation
 3. Lack of legal framework related to national quality assurance and quality system
 4. Lack of clear, objective definition of quality criteria
 5. Quality indicators used in the wrong context
 6. Difficulty in preparing active measures related to EQAVET indicators for improving the quality of education
 7. The nature of the indicator should imply the adequate evaluation period (e.g. not all indicators should necessarily be measured annually or in the same evaluation period)
-

Constructive criticism

1. Lack of knowledge of EQAVET or information is not user-friendly
 2. Too many procedures for EQAVET implementation or not enough information provided or transparent
 3. Too many evaluation tools for EQAVET evaluation or not enough information provided or transparent
 4. Tools too complicated for EQAVET implementation
-

Joint difficulties felt by users

5. Quality assurance measures need to be simple and flexible to cater for variances
 6. Quality assurance measures need to be developmental
 7. Quality assurance measures need to apply to formal VET, adult formal learning, WBL and the validation of informal and informal learning
 8. Embedded quality assurance planning cycle of EQAVET (PDCA cycle)
 9. Enhancing quality culture in VET provider institution, decision-making on existing policies and QA systems (enhancing motivation and awareness of different stakeholders, greater responsibility for quality delegated to provider)
 10. Creation of a shared culture of QA and improvement
 11. Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders (enhancing motivation and awareness of different stakeholders; graduate tracking is difficult due to frequent job changes and lost contacts)
 12. Misuse of EQAVET as a tool for financial funding (EQAVET framework has in itself the menace of becoming a tool for the strengthening of accountability policies, for instance, in contracting goals, concerning year transition, conclusion and employability rates, which non-achievement implies financial cuts)
 13. Too much focus on results/outputs of quality assurance measures, rather than on input
-

Problems encountered

1. Lack of systematic staff training (QA should be included in teaching degrees, VET providers can share the use of indicators and how they use the outcomes of QA to improve their training; to train facilitators within the institutions)
2. The low value of quality promotion (enhancing the quality awareness with more illustration, best case examples, increasing the amount of publicity, spreading knowledge, disseminating knowledge on positive effects and impact, in order to support implementation)
3. How to ensure the sustainability of the initiatives in QA systems

Joint difficulties felt by users

4. Difficulties in adopting new internal procedures
 5. Lack of staff involved (low number of staff involved)
 6. Inadequate management of QA tasks (lack of time or bad time management, low priority is given, fear of future monitoring)
-

Other

1. Lack of funding for implementation and evaluation procedures
2. Low focus on principles of quality (discussion were to focus on principles of quality rather than on the specific implementation of EQAVET)
3. The strong dichotomy between the objective of preparing for Labour Market and for further education, creating tensions and uncertainties that make it difficult to trace a real mission for this type of education
4. Unclear adaptation of 10 EQAVET indicators to soft/entrepreneurial skills
5. Missing research data on a national level(s)

Merging that with the data from the European survey, we can point out the following difficulties:

- Lack of clearly defined, relevant and objective definition of quality criteria and indicators;
- Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders; and
- Inadequate management of QA tasks (lack of time or bad time management, low priority is given, monitoring issues).¹⁶

See also frequently asked questions in Annex X. For every indicator, we also analysed competences (knowledge, skills, responsibility and autonomy) that the respondents feel are missing. For more information, see Annex XII.

¹⁶ See also Annex XI.

4 Conclusions

Intellectual Output 1 report focused on the identification of the most relevant difficulties faced by users, while trying to understand and implement EQAVET and which demotivate them to adopt it. Identification of articles/publications focused on the nature of difficulties users experience with EQAVET adoption per country researched. From the articles/publications, we could identify 31 joint difficulties in the fields of criteria interpretation, constructive criticism, problems encountered and “other”. Merging that with the data from the European survey, we can point out the following difficulties:

- Lack of clearly defined, relevant and objective definition of quality criteria and indicators;
- Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders; and
- Inadequate management of QA tasks (lack of time or bad time management, low priority is given, monitoring issues).

The term "indicator" used in the survey questions, refers to the indicative descriptors according to Annex 1 of the European Quality Assurance Reference Framework for Vocational Educational and Training. The respondents have been informed of the terminology used in the survey. The analysis of the European Survey displays that the respondents strongly believe that:

- the indicators are clear;
- it is easy to implement/evaluate the indicators;
- the indicators are relevant, and
- they have the capabilities to implement/evaluate the indicators.

Let us substantiate our claim with the lowest average values (mean) for the indicators:

- The least clear indicator for the respondents is “*Early warning systems are implemented.*” However, even for that indicators, we see that 70,2 % of the respondents agree and 13,1 % of respondents strongly agree that the indicator is clear. All the other indicators are even clearer to the respondents.
- The indicator “*Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans*” is the hardest to implement/evaluate for the respondents. However, we see that more than half (65,8 %) of the respondents agree or strongly agree that the indicator is easy to implement/evaluate. Respondents assess all the other indicators as even easier to implement/evaluate.
- According to the respondents, the least relevant indicator is “*Providers plan cooperative initiatives with other VET providers*”. Yet, 94,7 % of the respondents still agree/strongly

agree that the indicator is relevant. We can conclude that for every indicator, almost 95 % of the respondents believe that the indicator is important.

- The respondents feel they have the least the capability when implementing/evaluating the indicator "*Early warning systems are implemented*". Once again, the vast majority (86,9 %) of the respondents believe they actually have the capability to implement/evaluate the indicator. To conclude: for every indicator, more than 85 % of the respondents believe they the capability to implement/evaluate it.

Furthermore, we also analysed average values separately for the two groups: implementers and evaluators. The statistics of our selected variables displays comparable average values for the two groups. In more than half cases, we see the overlap between the highest and lowest average values for our selected variables. Especially the indicator "*Early warning systems are implemented*" stands out. The implementers and evaluators feel that the indicator is the least clear and that they have the least capabilities to implement/evaluate the indicator. Let's conclude with statistically significant differences. The T-test tells us whether or not there is a statistically significant difference in answers between implementers and evaluators. We noticed statistical signification for two indicators:

- The indicator "There is early involvement of staff in planning, including with regard to quality development." is more clear for the implementers compared to the evaluators.
- The indicator "The relevant stakeholders participate in the process of analysing local needs." is more relevant for the evaluators compared to the implementers.

5 References

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6 Annexes

6.1 Annex I: Division of countries per partner

Table 109: Division of countries per partner¹⁷

Country	IT	MT	PT	SI	BE	AT	EE	NL	SE	TR	SUM
P1 ERIFO (IT)	5				1						6
P2 KIC (MT)		5									5
P3 AEPTL (PT)	1		6						1	1	9
P4 Skupnost VSŠ (SI)				8							8
P5 AEVA (PT)			5			3	2	1			11
SUM	6	5	11	8	1	3	2	1	1	1	39

¹⁷ Notes:

1. Minimum of 5 articles/publications per country (1 on systemic level and 4 on institutional level).
2. In contact with Koen Bois d'Enghien (EQAVET Network) and the project consortium partners decide on 4 additional countries.
3. Key words for searching relevant articles/publications "Experience in implementing EQAVET".

6.2 Annex II: Template for identification of articles/publications

Table 110: Template for identification of articles/publications

Identified article/publication	
Partner:	Country analysed: Article No.:
Title:	
Author:	
Published by:	
Date of publication:	
Difficulty identified when implementing EQAVET criteria:	<ul style="list-style-type: none"> • Criteria interpretation • Constructive criticism • Problems encountered that blocked and/or demotivated EQAVET implementation • Other: _____
Relevant pages/paragraph:	
Article/publication proposed by:	
Contact email:	Date:

6.3 Annex III: Confirmed articles

Table 111: Confirmed articles

Partner	Country related	Title	Date
P1 ERIFO (IT)	IT	Comparing Quality Management Systems and procedures in Italy and Germany	06/12/2019
	IT	Trainers in Vocational Education and Training and the Quality of the System	15/12/2019
	IT	Ricerca sulla Qualità e l'uso del quadro europeo di riferimento per la garanzia di Qualità dell'istruzione e della Formazione professionale nei paesi partner	18/01/2020
	IT	Europa 2020: Una Bussola per Orientarsi	03/02/2020
	IT	L'Accreditamento delle Strutture per la Formazione Professionale	05/02/2020
	BE	Study on quality assurance in continuous VET and on future development of EQAVET	12/02/2020
P2 KIC (MT)	MT	The EQAVET experience in Malta: using similar indicators for different sector and size of VET provider	11/11/2019
	MT	Developing a National Quality Culture for Further and Higher Education in a Micro-State: The Case of Malta	11/11/2019
	MT	Cedefop opinion survey on vocational education and training in Malta.	11/11/2019
	MT	Implementing the European quality assurance in vocational education and training (EQAVET) at national level: some insights from the PEN Leonardo project	27/03/2020
	MT	Philosophy of Policy for Internal Quality Assurance for Global Institute of Theology-Malta	03/04/2020

Partner	Country related	Title	Date
P3 AEPTL (PT)	PT	Motivation in the implementation of a quality assurance system aligned with the EQAVET Framework. Case studies in vocational education and training providers.	09/04/2020
	PT	Evaluation of vocational education: The European quality assurance for vocational education and training framework	15/12/2019
	PT	Preparing to implement of the EQAVET framework in a vocational school	15/12/2019
	PT	EQAVET quality control and assurance: what are we talking about?	23/01/2020
	PT	The relevance of employability evaluation for quality management in vocational training – CENFIM's case study	23/01/2020
	PT	Management, Quality and Education integrated system implementation	07/02/2020
	IT	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	06/04/2020
	TR	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	06/04/2020
	SE	Implementing the European Quality Assurance in Vocational Education and Training (EQAVET) at National Level: Some Insights from the PEN Leonardo Project	06/04/2020
P4 Skupnost VSŠ (SI)	SI	Nacionalni kazalniki kakovosti PSI 2017	15/12/2019
	SI	Ugotavljanje in zagotavljanje kakovosti s samoevalvacijo	15/12/2019

Partner	Country related	Title	Date
	SI	Kultura samoevalvacije kot dejavnik razvojnih procesov pri dvigu in ohranjanju kakovosti dela v srednjih poklicnih in strokovnih šolah	15/12/2019
	SI	Evalvacija zadovoljstva s šolo kot del sistema spremljanja in zagotavljanja kakovosti izobraževalnega procesa	15/12/2019
	SI	Okvir EQAVET za ugotavljanje in zagotavljanje kakovosti	15/12/2019
	SI	Poročilo komisije za kakovost 2015/2016	15/04/2020
	SI	Poročilo komisije za kakovost na Srednji šoli Zagorje 2016/2017	15/04/2020
	SI	Ugotavljanje, zagotavljanje in razvoj kakovosti srednjega poklicnega in strokovnega izobraževanja	15/04/2020
P5 AEVA (PT)	PT	AVALIAÇÃO DO ENSINO PROFISSIONAL O Quadro Europeu de Garantia da Qualidade para a Educação e Formação Profissionais	29/12/2019
	PT	Stakeholder satisfaction diagnosis: the starting point for quality assurance in vocational education and training (Internship Report in the context of the Master's Degree in Sociology oriented by Professor Cristina Parente)	01/12/2019
	PT	EQAVET – Documento Base	23/12/2019
	PT	Alignment with EQAVET Framework	01/12/2019
	PT	Interview with Isabel Ribeiro, responsible in EPA for EQAVET implementation	29/11/2019
	EE	Co-operation with employers: Work-based learning and work-practice	17/01/2020
	EE	Close and important cooperation between business and school in implementation of work-based studies is a basis of high quality education	17/01/2020

Partner	Country related	Title	Date
	AT	Study on Quality Assurance in Continuous VET and on future development of EQAVET	03/02/2020
	AT	Internationales Handbuch der Berufsbildung	05/02/2020
	AT	OEAD-News Bologna Process Anniversary 1999-2019	05/02/2020
	NL	Utilising student and alumni data to support quality assurance at system, institutional and educational level	04/02/2020

6.4 Annex IV: Survey

IMPROVING VET THROUGH STANDARDS

The European Quality Assurance Framework for Vocational Education and Training (EQAVET) was developed and published as a European Parliament and Council Recommendation over a decade ago and evidence shows that Member States have made progress in the implementation of the EQAVET Recommendation to varying degrees. The aim of this survey is to identify the most relevant difficulties faced by users while trying to understand and implement EQAVET. This will contribute to the improvement of European VET and HET services and its worldwide recognition as a brand of excellence. Note: The term "indicator" used in the survey questions, refer to the indicative descriptors according to Annex 1 of the European Quality Assurance Reference Framework for Vocational Educational and Training. We thank you in advance to participate in the survey.

Q1 - Your name and surname:

Q99 - What is your academic background?

- ☐ EQF level 6 - Bachelor's degree
- ☐ EQF level 7 - Master's degree
- ☐ EQF level 8 - PhD - Doctorate
- ☐ Other:

IF (163) Q99 = [1]

Q98 - In which scientific area (according to ISCED 2013):

- ☐ 00 Generic programmes and qualifications
- ☐ 01 Education
- ☐ 02 Arts and humanities
- ☐ 03 Social sciences, journalism and information
- ☐ 04 Business, administration and law
- ☐ 05 Natural sciences, mathematics and statistics
- ☐ 06 Information and Communication Technologies
- ☐ 07 Engineering, manufacturing and construction
- ☐ 08 Agriculture, forestry, fisheries and veterinary
- ☐ 09 Health and welfare
- ☐ 10 Services

IF (164) Q99 = [2]

Q103 - In which scientific area (according to ISCED 2013):

- ☐ 00 Generic programmes and qualifications
- ☐ 01 Education
- ☐ 02 Arts and humanities
- ☐ 03 Social sciences, journalism and information
- ☐ 04 Business, administration and law
- ☐ 05 Natural sciences, mathematics and statistics
- ☐ 06 Information and Communication Technologies
- ☐ 07 Engineering, manufacturing and construction
- ☐ 08 Agriculture, forestry, fisheries and veterinary
- ☐ 09 Health and welfare
- ☐ 10 Services

IF (165) Q99 = [3]

Q102 - In which scientific area (according to ISCED 2013):

- ☐ 00 Generic programmes and qualifications
- ☐ 01 Education
- ☐ 02 Arts and humanities
- ☐ 03 Social sciences, journalism and information
- ☐ 04 Business, administration and law
- ☐ 05 Natural sciences, mathematics and statistics
- ☐ 06 Information and Communication Technologies
- ☐ 07 Engineering, manufacturing and construction
- ☐ 08 Agriculture, forestry, fisheries and veterinary
- ☐ 09 Health and welfare
- ☐ 10 Services

IF (166) Q99 = [4]

Q101 - In which scientific area (according to ISCED 2013):

- ☐ 00 Generic programmes and qualifications
- ☐ 01 Education
- ☐ 02 Arts and humanities
- ☐ 03 Social sciences, journalism and information
- ☐ 04 Business, administration and law
- ☐ 05 Natural sciences, mathematics and statistics
- ☐ 06 Information and Communication Technologies
- ☐ 07 Engineering, manufacturing and construction
- ☐ 08 Agriculture, forestry, fisheries and veterinary
- ☐ 09 Health and welfare
- ☐ 10 Services

Q97 - How long are you working in Quality Management area:

- ☐
- ☐ approx. < 10 years of experience
- ☐ approx. > 10 and < 20 years of experience
- ☐ approx. > 20 years of experience

Q100 - How long are you working in Education area:

- ☐ approx. < 10 years of experience
- ☐ approx. > 10 and < 20 years of experience
- ☐ approx. > 20 years of experience

Q2 - What is your role in the process of adaptation of EQAVET?

- ☐ I am the implementor
- ☐ I am evaluator

Q16 - Country your answers relate to (e.g. country you work in):

- ☐ Malta
- ☐ Portugal
- ☐ Slovenia
- ☐ Italia
- ☐ France
- ☐ Belgium
- ☐ Austria
- ☐ Netherlands
- ☐ Other:

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

Q3 - Criteria: Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators. *Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers.* The above-mentioned indicator is clear.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

Q4 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

IF (3) Q4a = [1] or Q4a = [2]

Q5 - In what way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

Q6 - Doyou feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

IF (4) Q6 = [2]

Q7 - If not, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

Q8 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (2)

IF (5) Q8a = [1] or Q8a = [2]

Q9 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

Q11 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

IF (7) Q11a = [1] or Q11a = [2]

Q12 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

Q13 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

IF (8) Q13 = [2]

Q14 - If not, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

Q15 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (6)

IF (9) Q15a = [1] or Q15a = [2]

Q23 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (10)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (10)
Q18 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (10)
IF (11) Q18a = [1] or Q18a = [2]
Q19 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)
BLOCK (10)
Q20 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)
BLOCK (10)
IF (12) Q20 = [2]
Q21 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (10)

Q22 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (10)

IF (13) Q22a = [1] or Q22a = [2]

Q30 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

Q25 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

IF (15) Q25a = [1] or Q25a = [2]

Q26 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

Q27 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

IF (16) Q27 = [2]

Q28 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

Q29 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (14)

IF (17) Q29a = [1] or Q29a = [2]

Q37 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (18)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (18)
Q32 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (18)
IF (19) Q32a = [1] or Q32a = [2]
Q33 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)
BLOCK (18)
Q34 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)
BLOCK (18)
IF (20) Q34 = [2]
Q35 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (18)

Q36 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (18)

IF (21) Q36a = [1] or Q36a = [2]

Q44 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

Q39 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

IF (23) Q39a = [1] or Q39a = [2]

Q40 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

Q41 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

IF (24) Q41 = [2]

Q42 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

Q43 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (22)

IF (25) Q43a = [1] or Q43a = [2]

Q62 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (26)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (26)
Q45 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)
BLOCK (26)
IF (27) Q45a = [1] or Q45a = [2]
Q45 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)
BLOCK (26)
Q45 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)
BLOCK (26)
IF (28) Q45 = [2]
Q45 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (26)

Q45 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (26)

IF (29) Q45a = [1] or Q45a = [2]

Q63 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

Q46 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

IF (31) Q46a = [1] or Q46a = [2]

Q46 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

Q46 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

IF (32) Q46 = [2]

Q46 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

Q46 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (30)

IF (33) Q46a = [1] or Q46a = [2]

Q64 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

Q47 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

IF (35) Q47a = [1] or Q47a = [2]

Q47 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

Q47 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

IF (36) Q47 = [2]

Q47 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

Q47 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (34)

IF (37) Q47a = [1] or Q47a = [2]

Q65 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

Q48 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

IF (39) Q48a = [1] or Q48a = [2]

Q48 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

Q48 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

IF (40) Q48 = [2]

Q48 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

Q48 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (38)

IF (41) Q48a = [1] or Q48a = [2]

Q66 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

Q49 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

IF (43) Q49a = [1] or Q49a = [2]

Q49 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

Q49 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

IF (44) Q49 = [2]

Q49 - Ifnot, what do you need?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

Q49 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (42)

IF (45) Q49a = [1] or Q49a = [2]

Q67 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

Q50 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

IF (47) Q50a = [1] or Q50a = [2]

Q50 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

Q50 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

IF (48) Q50 = [2]

Q50 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

Q50 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (46)

IF (49) Q50a = [1] or Q50a = [2]

Q68 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

Q51 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

IF (51) Q51a = [1] or Q51a = [2]

Q51 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

Q51 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

IF (52) Q51 = [2]

Q51 - Ifnot, what do you need?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

Q51 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (50)

IF (53) Q51a = [1] or Q51a = [2]

Q69 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

Q53 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

IF (55) Q53a = [1] or Q53a = [2]

Q53 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

Q53 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

IF (56) Q53 = [2]

Q53 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

Q53 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (54)

IF (57) Q53a = [1] or Q53a = [2]

Q70 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

Q54 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

IF (59) Q54a = [1] or Q54a = [2]

Q54 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

Q54 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

IF (60) Q54 = [2]

Q54 - Ifnot, what do you need?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

Q54 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (58)

IF (61) Q54a = [1] or Q54a = [2]

Q71 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

Q55 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

IF (63) Q55a = [1] or Q55a = [2]

Q55 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

Q55 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

IF (64) Q55 = [2]

Q55 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

Q55 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (62)

IF (65) Q55a = [1] or Q55a = [2]

Q72 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

Q56 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

IF (67) Q56a = [1] or Q56a = [2]

Q56 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

Q56 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

IF (68) Q56 = [2]

Q56 - Ifnot, what do you need?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

Q56 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (66)

IF (69) Q56a = [1] or Q56a = [2]

Q73 - Why do you feel the indicator is not relevant?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

Q57 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

IF (71) Q57a = [1] or Q57a = [2]

Q57 - Inwhat way is it difficult?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

Q57 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

IF (72) Q57 = [2]

Q57 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

Q57 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (70)

IF (73) Q57a = [1] or Q57a = [2]

Q74 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

Q58 - Criteria: Review. *Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation.* The above-mentioned indicator is clear.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

Q58 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

IF (75) Q58a = [1] or Q58a = [2]

Q58 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

Q58 - Do you feel that you have the capability to implement the indicator?

- ☐ Yes
☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

IF (76) Q58 = [2]

Q58 - Ifnot, what do you need?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

Q58 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (74)

IF (77) Q58a = [1] or Q58a = [2]

Q75 - Why do you feel the indicator is not relevant?

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

Q59 - It is easy to implement the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

IF (79) Q59a = [1] or Q59a = [2]

Q59 - Inwhat way is it difficult?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

Q59 - Do you feel that you have the capability to implement the indicator?

☐ Yes

☐ No

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

IF (80) Q59 = [2]

Q59 - Ifnot, what do you need?

--

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

Q59 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (1) Q2 = [1] (I am the implementor)

BLOCK (78)

IF (81) Q59a = [1] or Q59a = [2]

Q76 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (83)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (83)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (83)
IF (84) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (83)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (83)

IF (85) Q60 = [2]

Q60 - Ifnot, please explain why.

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (83)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (83)

IF (86) Q60a = [1] or Q60a = [2]

Q77 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

IF (88) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

IF (89) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (87)

IF (90) Q60a = [1] or Q60a = [2]

Q78 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (91)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (91)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (91)

IF (92) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (91)

Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (91)
IF (93) Q60 = [2]
Q60 - Ifnot, please explain why.

--

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (91)
Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (91)
IF (94) Q60a = [1] or Q60a = [2]
Q79 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (95)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (95)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (95)

IF (96) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (95)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (95)

IF (97) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (95)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (95)

IF (98) Q60a = [1] or Q60a = [2]

Q80 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

IF (100) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

IF (101) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (99)

IF (102) Q60a = [1] or Q60a = [2]

Q81 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

IF (104) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

IF (105) Q60 = [2]

Q60 - Ifnot, please explain why.

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (103)

IF (106) Q60a = [1] or Q60a = [2]

Q82 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

IF (108) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

IF (109) Q60 = [2]

Q60 - Ifnot, please explain why.

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (107)

IF (110) Q60a = [1] or Q60a = [2]

Q83 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (111)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (111)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (111)
IF (112) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (111)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (111)
IF (113) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (111)
Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (111)

IF (114) Q60a = [1] or Q60a = [2]

Q84 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

IF (116) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

IF (117) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (115)

IF (118) Q60a = [1] or Q60a = [2]

Q85 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (119)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
IF (120) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
IF (121) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (119)
IF (122) Q60a = [1] or Q60a = [2]
Q86 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (123)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (123)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (123)
IF (124) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (123)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (123)

IF (125) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (123)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (123)

IF (126) Q60a = [1] or Q60a = [2]

Q87 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (127)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (127)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (127)
IF (128) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (127)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (127)
IF (129) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (127)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (127)

IF (130) Q60a = [1] or Q60a = [2]

Q88 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

IF (132) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

IF (133) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (131)

IF (134) Q60a = [1] or Q60a = [2]

Q89 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (135)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
IF (136) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
IF (137) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (135)
IF (138) Q60a = [1] or Q60a = [2]
Q90 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (139)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (139)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (139)
IF (140) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (139)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (139)

IF (141) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (139)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (139)

IF (142) Q60a = [1] or Q60a = [2]

Q91 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (143)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
IF (144) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
IF (145) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (143)
IF (146) Q60a = [1] or Q60a = [2]
Q92 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (147)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (147)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (147)
IF (148) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (147)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (147)

IF (149) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (147)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (147)

IF (150) Q60a = [1] or Q60a = [2]

Q93 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (151)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (151)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (151)
IF (152) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (151)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (151)
IF (153) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (151)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (151)

IF (154) Q60a = [1] or Q60a = [2]

Q94 - Why do you feel the indicator is not relevant?

--

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

Q60 - Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

IF (156) Q60a = [1] or Q60a = [2]

Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

Q60 - Do you feel that you have the capability to evaluate the indicator?

☐ Yes

☐ No

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

IF (157) Q60 = [2]

Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (155)

IF (158) Q60a = [1] or Q60a = [2]

Q95 - Why do you feel the indicator is not relevant?

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (159)

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (159)
Q60 - It is easy to evaluate the indicator.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (159)
IF (160) Q60a = [1] or Q60a = [2]
Q60 - Inwhat way is it difficult?

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (159)
Q60 - Do you feel that you have the capability to evaluate the indicator?

- ☐ Yes
☐ No

IF (82) Q2 = [2] (I am the evaluator)
BLOCK (159)
IF (161) Q60 = [2]
Q60 - Ifnot, please explain why.

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (159)

Q60 - The indicator is relevant.

	Strongly disagree	Disagree	Agree	Strongly agree
Vpišite besedilo odgovora 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF (82) Q2 = [2] (I am the evaluator)

BLOCK (159)

IF (162) Q60a = [1] or Q60a = [2]

Q96 - Why do you feel the indicator is not relevant?

Q61 - Would you like to add anything that you feel was not addressed before?

6.5 Annex V: Respondents list

Table 112: Survey status¹⁸

EN	PT	IT	SI
Completed 30 Partially completed 10 Total valid 40	Completed 32 Partially completed 15 Total valid 47	Completed 9 Partially completed 2 Total valid 11	Completed 12 Partially completed 0 Total valid 12
Entered first page 56 Entered intro 74 Total invalid 130	Entered first page 62 Entered intro 71 Total invalid 133	Entered first page 4 Entered intro 28 Total invalid 32	Entered first page 10 Entered intro 33 Total invalid 43
Total surveyed 170	Total surveyed 180	Total surveyed 43	Total surveyed 55
All units in database 170	All units in database 180	All units in database 43	All units in database 55
Sum of total valid:			110 (completed – 83 , potential 27)

Table 113: Respondents' role in the process of adaptation of EQAVET, country they work in and survey status

Country	I - completed	E - completed	I – not completed	E – not completed	Additional remarks	SUM
IT	7	5	0	2	Three I completed in EN database One E excluded (only general data given)	14
MT	4	6	1	1	One E excluded (only general data given)	12

¹⁸ Here you can see the number of respondents that clicked on the survey, the number of valid or invalid units (respondents that clicked on the survey, but did not fill out the survey) and the total number of respondents.

Country	I - completed	E - completed	I – not completed	E – not completed	Additional remarks	SUM
PT	29	4	14	1	One E completed in EN database Eleven (eight I, three E) excluded (only general data given)	48
SI	8	4	0	0		12
ES	1	2	1	2	Four (two I, two E) excluded (only general data given)	6
HU	3	6	1	1		11
DE	1	2	0	0	One E excluded (only general data given)	3
EE	0	1	0	0		1
BE	0	0	1	0		1
Not defined (to be excluded)	0	0	1	1	Two (one I, one E) excluded (no country selected)	2
SUM	53	30	19	8		110

I - Implementers, E- Evaluators

Table 114: Countries of respondents - additional information

Additional info:
Countries of respondents: IT, MT, PT, SI
Other: ES, HU, DE, EE, BE
Excluded: SE (one I), AT (one I)
<i>Missing countries related to A1: NL</i>
min. 80 respondents: completed 83 surveys, total valid 110, total participants 131
Min. criteria: 6 implementers per country+4 evaluators per country
Def.: Implementers - whoever is or will implement EQAVET

6.6 Annex VI: Template for identification of respondents

Table 115: Template for identification of respondents

Project partner	Country	Respondent	Category (implementer, evaluator)	Institution

6.7 Annex VII: Statistics table for selected variables (valid values, mean and standard deviation) – implementers and evaluators

Table 116: Statistics table for selected variables (valid values, mean and standard deviation) – implementers

Statistics	N	Mean
	Valid	
Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above-mentioned indicator is clear.	71	3.028
It is easy to implement the indicator.	71	2.873
Do you feel that you have the capability to implement the indicator?	71	1.06
The indicator is relevant.	71	3.183
Criteria: Planning reflects a strategic vision ... Indicator: Explicit goals/objectives and targets are set and monitored. The above-mentioned indicator is clear.	64	3.266
It is easy to implement the indicator.	64	2.953
Do you feel that you have the capability to implement the indicator?	64	1.03
The indicator is relevant.	64	3.266
Criteria: Planning reflects a strategic vision ... Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs. The above-mentioned indicator is clear.	63	3.159
It is easy to implement the indicator.	63	2.825
Do you feel that you have the capability to implement the indicator?	63	1.05
The indicator is relevant.	63	3.222
Criteria: Planning reflects a strategic vision ... Indicator: Responsibilities in quality management and development have been explicitly allocated. The above-mentioned indicator is clear.	62	3.129

Statistics	N	Mean
	Valid	
It is easy to implement the indicator.	62	2.952
Do you feel that you have the capability to implement the indicator?	62	1.02
The indicator is relevant.	62	3.226
Criteria: Planning reflects a strategic vision ... Indicator: There is an early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	62	3.274
It is easy to implement the indicator.	62	2.855
Do you feel that you have the capability to implement the indicator?	62	1.02
The indicator is relevant.	62	3.290
Criteria: Planning reflects a strategic vision ... Indicator: Providers plan cooperative initiatives with other VET providers. The above-mentioned indicator is clear.	62	3.177
It is easy to implement the indicator.	62	2.903
Do you feel that you have the capability to implement the indicator?	62	1.08
The indicator is relevant.	62	3.129
Criteria: Planning reflects a strategic vision ... Indicator: The relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear.	61	3.148
It is easy to implement the indicator.	61	2.721
Do you feel that you have the capability to implement the indicator?	61	1.07
The indicator is relevant.	61	3.098
Criteria: Planning reflects a strategic vision ... Indicator: VET providers have an explicit and transparent quality assurance system in place. The above-mentioned indicator is clear.	60	3.217
It is easy to implement the indicator.	60	2.950
Do you feel that you have the capability to implement the indicator?	60	1.00
The indicator is relevant.	60	3.317

Statistics	N	Mean
	Valid	
Criteria: Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. The above-mentioned indicator is clear.	58	3.103
It is easy to implement the indicator.	58	2.638
Do you feel that you have the capability to implement the indicator?	58	1.09
The indicator is relevant.	58	3.241
Criteria: Implementation plans are devised ... Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above-mentioned indicator is clear.	57	3.088
It is easy to implement the indicator.	57	2.912
Do you feel that you have the capability to implement the indicator?	57	1.05
The indicator is relevant.	57	3.193
Criteria: Implementation plans are devised ... Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above-mentioned indicator is clear.	56	3.321
It is easy to implement the indicator.	56	2.946
Do you feel that you have the capability to implement the indicator?	56	1.05
The indicator is relevant.	56	3.268
Criteria: Implementation plans are devised ...Indicator: Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance.The indicator is clear.	54	3.204
It is easy to implement the indicator.	54	2.963
Do you feel that you have the capability to implement the indicator?	54	1.06
The indicator is relevant.	54	3.315
Criteria: Evaluation of ... Indicator: Self-assessment/self-evaluation is periodically carried out under national and regional	54	3.389

Statistics	N	Mean
	Valid	
regulations/frameworks or at the initiative of VET providers. The above-mentioned indicator is clear.		
It is easy to implement the indicator.	54	3.074
Do you feel that you have the capability to implement the indicator?	54	1.06
The indicator is relevant.	54	3.389
Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outcomes of education including the assessment of learner ... The above-mentioned indicator is clear.	53	3.434
It is easy to implement the indicator.	53	3.094
Do you feel that you have the capability to implement the indicator?	53	1.06
The indicator is relevant.	53	3.509
Criteria: Evaluation of ... Indicator: Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.	53	3.264
It is easy to implement the indicator.	53	2.830
Do you feel that you have the capability to implement the indicator?	53	1.09
The indicator is relevant.	53	3.226
Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.	53	3.019
It is easy to implement the indicator.	53	2.868
Do you feel that you have the capability to implement the indicator?	53	1.09
The indicator is relevant.	53	3.245
Criteria: Review. Indicator: Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.	53	3.415
It is easy to implement the indicator.	53	3.113

Statistics	N	Mean
	Valid	
Do you feel that you have the capability to implement the indicator?	53	1.02
The indicator is relevant.	53	3.415
Criteria: Review. Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.	53	3.245
It is easy to implement the indicator.	53	3.094
Do you feel that you have the capability to implement the indicator?	53	1.02
The indicator is relevant.	53	3.226
Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.	53	3.283
It is easy to implement the indicator.	53	3.075
Do you feel that you have the capability to implement the indicator?	53	1.02
The indicator is relevant.	53	3.321
Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place. The above-mentioned indicator is clear.	53	3.245
It is easy to implement the indicator.	53	2.981
Do you feel that you have the capability to implement the indicator?	53	1.02
The indicator is relevant.	53	3.302

Table 117: Statistics table for selected variables (valid values, mean and standard deviation) – evaluators

Statistics	N	Mean
	Valid	
Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above-mentioned indicator is clear.	37	3.000
It is easy to implement the indicator.	37	2.784
Do you feel that you have the capability to implement the indicator?	37	1.08
The indicator is relevant.	37	3.270
Criteria: Planning reflects a strategic vision ... Indicator: Explicit goals/objectives and targets are set and monitored. The above-mentioned indicator is clear.	36	3.333
It is easy to implement the indicator.	36	3.167
Do you feel that you have the capability to implement the indicator?	36	1.00
The indicator is relevant.	36	3.444
Criteria: Planning reflects a strategic vision ... Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs. The above-mentioned indicator is clear.	35	3.286
It is easy to implement the indicator.	35	2.886
Do you feel that you have the capability to implement the indicator?	35	1.03
The indicator is relevant.	35	3.257
Criteria: Planning reflects a strategic vision ... Indicator: Responsibilities in quality management and development have been explicitly allocated. The above-mentioned indicator is clear.	34	3.353
It is easy to implement the indicator.	34	3.118
Do you feel that you have the capability to implement the indicator?	34	1.00
The indicator is relevant.	34	3.294

Statistics	N	Mean
	Valid	
Criteria: Planning reflects a strategic vision ... Indicator: There is an early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	33	3.030
It is easy to implement the indicator.	33	2.727
Do you feel that you have the capability to implement the indicator?	33	1.09
The indicator is relevant.	33	3.242
Criteria: Planning reflects a strategic vision ... Indicator: Providers plan cooperative initiatives with other VET providers. The above-mentioned indicator is clear.	33	3.061
It is easy to implement the indicator.	33	2.970
Do you feel that you have the capability to implement the indicator?	33	1.03
The indicator is relevant.	33	3.121
Criteria: Planning reflects a strategic vision ... Indicator: The relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear.	33	3.212
It is easy to implement the indicator.	33	2.818
Do you feel that you have the capability to implement the indicator?	33	1.06
The indicator is relevant.	33	3.364
Criteria: Planning reflects a strategic vision ... Indicator: VET providers have an explicit and transparent quality assurance system in place. The above-mentioned indicator is clear.	33	3.061
It is easy to implement the indicator.	33	2.909
Do you feel that you have the capability to implement the indicator?	33	1.03
The indicator is relevant.	33	3.364
Criteria: Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. The above-mentioned indicator is clear.	32	2.938
It is easy to implement the indicator.	32	2.844

Statistics	N	Mean
	Valid	
Do you feel that you have the capability to implement the indicator?	32	1.13
The indicator is relevant.	32	3.281
Criteria: Implementation plans are devised ... Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above-mentioned indicator is clear.	31	2.903
It is easy to implement the indicator.	31	2.806
Do you feel that you have the capability to implement the indicator?	31	1.10
The indicator is relevant.	31	3.161
Criteria: Implementation plans are devised ... Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above-mentioned indicator is clear.	31	3.226
It is easy to implement the indicator.	31	3.097
Do you feel that you have the capability to implement the indicator?	31	1.03
The indicator is relevant.	31	3.387
Criteria: Implementation plans are devised ...Indicator: Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance.The indicator is clear.	31	3.226
It is easy to implement the indicator.	31	3.065
Do you feel that you have the capability to implement the indicator?	31	1.03
The indicator is relevant.	31	3.387
Criteria: Evaluation of ... Indicator: Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers. The above-mentioned indicator is clear.	31	3.258
It is easy to implement the indicator.	31	3.129
Do you feel that you have the capability to implement the indicator?	31	1.00

Statistics	N	Mean
	Valid	
The indicator is relevant.	31	3.452
Criteria: Evaluation of ... Indicator: Evaluation and review cover processes and results/outcomes of education, including the assessment of learner ... The above-mentioned indicator is clear.	31	3.323
It is easy to implement the indicator.	31	3.097
Do you feel that you have the capability to implement the indicator?	31	1.06
The indicator is relevant.	31	3.484
Criteria: Evaluation of ... Indicator: Evaluation and review include adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.	31	3.161
It is easy to implement the indicator.	31	2.968
Do you feel that you have the capability to implement the indicator?	31	1.06
The indicator is relevant.	31	3.355
Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.	31	2.742
It is easy to implement the indicator.	31	2.677
Do you feel that you have the capability to implement the indicator?	31	1.19
The indicator is relevant.	31	3.129
Criteria: Review. Indicator: Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.	30	3.267
It is easy to implement the indicator.	30	3.067
Do you feel that you have the capability to implement the indicator?	30	1.03
The indicator is relevant.	30	3.467
Criteria: Review. Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.	30	3.200

Statistics	N	Mean
	Valid	
It is easy to implement the indicator.	30	3.100
Do you feel that you have the capability to implement the indicator?	30	1.03
The indicator is relevant.	30	3.267
Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.	30	3.200
It is easy to implement the indicator.	30	3.000
Do you feel that you have the capability to implement the indicator?	30	1.00
The indicator is relevant.	30	3.333
Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders, and appropriate action plans are put in place. The above-mentioned indicator is clear.	30	3.167
It is easy to implement the indicator.	30	3.067
Do you feel that you have the capability to implement the indicator?	30	1.00
The indicator is relevant.	30	3.367

6.8 Annex VIII: Survey analysis: outputs for T-test (independent samples)

Table 118: Group Statistics for test variables

What is your role in the process of adaptation of EQAVET?	N	Mean	Std. Deviation	Std. Error
What is your academic background?				
I am the implementer	69	1.59	.693	.083
I am evaluator	34	2.21	.641	.110
How long are you working in Quality Management area:				
I am the implementer	71	1.69	.821	.097
I am evaluator	37	2.00	.745	.123
How long are you working in Education area:				
I am the implementer	71	2.38	.663	.079
I am evaluator	37	2.24	.796	.131
Criteria: Planning reflects a strategic vision ... Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. The above-mentioned indicator is clear.				
I am the implementer	71	3.028	.7741	.0919
I am evaluator	37	3.000	.6236	.1025
I am the implementer	71	2.873	.6531	.0775

It is easy to implementl am evaluator the indicator.	37	2.784	.6296	.1035
Do you feel that youl am the implementer have the capability to implement the indicator? I am evaluator	71 37	1.06 1.08	.232 .277	.028 .045
The indicator isl am the implementer relevant. I am evaluator	71 37	3.183 3.270	.6394 .5082	.0759 .0835
Criteria: Planningl am the implementer reflects a strategic vision ... Indicator: I am evaluator Explicit goals/objectives and targets are set and monitored. The above- mentioned indicator is clear.	64 36	3.266 3.333	.6234 .5345	.0779 .0891
It is easy to implementl am the implementer the indicator. I am evaluator	64 36	2.953 3.167	.5754 .4472	.0719 .0745
Do you feel that youl am the implementer have the capability to implement the indicator? I am evaluator	64 36	1.03 1.00	.175 .000	.022 .000
The indicator isl am the implementer relevant. I am evaluator	64 36	3.266 3.444	.5417 .5040	.0677 .0840
I am the implementer	63	3.159	.5738	.0723

Criteria: PlanningI am evaluator reflects a strategic vision ... Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs. The above-mentioned indicator is clear.	35	3.286	.4583	.0775
It is easy to implementI am the implementer the indicator.	63	2.825	.6849	.0863
I am evaluator	35	2.886	.4710	.0796
Do you feel that youI am the implementer have the capability to implement the indicator? I am evaluator	63	1.05	.215	.027
I am evaluator	35	1.03	.169	.029
The indicator isI am the implementer relevant.	63	3.222	.4559	.0574
I am evaluator	35	3.257	.4434	.0750
Criteria: PlanningI am the implementer reflects a strategic vision ... Indicator: Responsibilities in quality management and development have been explicitly allocated. The above- mentioned indicator is clear. I am evaluator	62	3.129	.6398	.0813
I am evaluator	34	3.353	.4851	.0832
It is easy to implementI am the implementer the indicator.	62	2.952	.5560	.0706
I am evaluator	34	3.118	.4777	.0819

Do you feel that you are the implementer have the capability to implement the indicator?	I am the implementer	62	1.02	.127	.016
	I am evaluator	34	1.00	.000	.000
The indicator is relevant.	I am the implementer	62	3.226	.5254	.0667
	I am evaluator	34	3.294	.4625	.0793
Criteria: Planning reflects a strategic vision ... Indicator: There is an early involvement of staff in planning, including with regard to quality development. The above-mentioned indicator is clear.	I am the implementer	62	3.274	.5774	.0733
	I am evaluator	33	3.030	.5294	.0922
It is easy to implement the indicator.	I am the implementer	62	2.855	.5963	.0757
	I am evaluator	33	2.727	.4523	.0787
Do you feel that you are the implementer have the capability to implement the indicator?	I am the implementer	62	1.02	.127	.016
	I am evaluator	33	1.09	.292	.051
The indicator is relevant.	I am the implementer	62	3.290	.5548	.0705
	I am evaluator	33	3.242	.5607	.0976
	I am the implementer	62	3.177	.5287	.0671

Criteria: PlanningI am evaluator reflects a strategic vision ... Indicator: Providers plan cooperative initiatives with other VET providers. The above- mentioned indicator is clear.	33	3.061	.4286	.0746
It is easy to implementI am the implementer the indicator.	62	2.903	.5344	.0679
I am evaluator	33	2.970	.4667	.0812
Do you feel that youI am the implementer have the capability to implement the indicator?I am evaluator	62	1.08	.275	.035
I am evaluator	33	1.03	.174	.030
The indicator isI am the implementer relevant.	62	3.129	.4240	.0539
I am evaluator	33	3.121	.5453	.0949
Criteria: PlanningI am the implementer reflects a strategic vision ... Indicator: TheI am evaluator relevant stakeholders participate in the process of analysing local needs. The above-mentioned indicator is clear.	61	3.148	.6791	.0870
I am evaluator	33	3.212	.6499	.1131
It is easy to implementI am the implementer the indicator.	61	2.721	.6091	.0780
I am evaluator	33	2.818	.5839	.1016
I am the implementer	61	1.07	.250	.032

Do you feel that you are evaluator have the capability to implement the indicator?	33	1.06	.242	.042
The indicator is relevant.	61	3.098	.4728	.0605
I am evaluator	33	3.364	.6030	.1050
Criteria: Planning reflects a strategic vision ... Indicator: VET providers have an explicit and transparent quality assurance system in place. The above-mentioned indicator is clear.	60	3.217	.5552	.0717
I am evaluator	33	3.061	.7475	.1301
It is easy to implement the indicator.	60	2.950	.5945	.0767
I am evaluator	33	2.909	.5790	.1008
Do you feel that you are the implementer have the capability to implement the indicator?	60	1.00	.000	.000
I am evaluator	33	1.03	.174	.030
The indicator is relevant.	60	3.317	.5039	.0651
I am evaluator	33	3.364	.4885	.0850
I am the implementer	58	3.103	.6124	.0804

Criteria: I am evaluator Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. The above-mentioned indicator is clear.	32	2.938	.6690	.1183
It is easy to implement I am the implementer the indicator.	58	2.638	.6675	.0876
I am evaluator	32	2.844	.5741	.1015
Do you feel that you I am the implementer have the capability to implement the indicator? I am evaluator	58	1.09	.283	.037
I am evaluator	32	1.13	.336	.059
The indicator is I am the implementer relevant.	58	3.241	.4705	.0618
I am evaluator	32	3.281	.5227	.0924
Criteria: I am the implementer Implementation plans are devised ... I am evaluator Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above- mentioned indicator is clear.	57	3.088	.5438	.0720
I am evaluator	31	2.903	.7002	.1258
I am the implementer	57	2.912	.5438	.0720

It is easy to implementl am evaluator the indicator.	31	2.806	.6011	.1080
Do you feel that youl am the implementer have the capability to implement the indicator?l am evaluator	57	1.05	.225	.030
	31	1.10	.301	.054
The indicator isl am the implementer relevant.	57	3.193	.4407	.0584
I am evaluator	31	3.161	.4544	.0816
Criteria: I am the implementer Implementation plans are devised ...l am evaluator Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above-mentioned indicator is clear.	56	3.321	.5755	.0769
	31	3.226	.7620	.1369
It is easy to implementl am the implementer the indicator.	56	2.946	.5853	.0782
I am evaluator	31	3.097	.5975	.1073
Do you feel that youl am the implementer have the capability to implement the indicator?l am evaluator	56	1.05	.227	.030
	31	1.03	.180	.032
The indicator isl am the implementer relevant.	56	3.268	.4469	.0597
I am evaluator	31	3.387	.7154	.1285
I am the implementer	54	3.204	.5949	.0810

Criteria: I am evaluator Implementation plans are devised ...Indicator: Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance .The indicator is clear.	31	3.226	.5603	.1006
It is easy to implement I am the implementer the indicator.	54	2.963	.5482	.0746
I am evaluator	31	3.065	.5122	.0920
Do you feel that you I am the implementer have the capability to implement the indicator? I am evaluator	54	1.06	.231	.031
I am evaluator	31	1.03	.180	.032
The indicator is I am the implementer relevant.	54	3.315	.5075	.0691
I am evaluator	31	3.387	.4951	.0889
Criteria: Evaluation of I am the implementer ... Indicator: Self- assessment/self- evaluation is I am evaluator periodically carried out under national and regional regulations/framework s or at the initiative of VET providers. The above-mentioned indicator is clear.	54	3.389	.5636	.0767
I am evaluator	31	3.258	.6816	.1224

It is easy to implement the indicator. I am evaluator	I am the implementer	54	3.074	.5085	.0692
	I am evaluator	31	3.129	.6187	.1111
Do you feel that you have the capability to implement the indicator?	I am the implementer	54	1.06	.231	.031
	I am evaluator	31	1.00	.000	.000
The indicator is relevant. I am evaluator	I am the implementer	54	3.389	.5290	.0720
	I am evaluator	31	3.452	.5059	.0909
Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outcomes of education including the assessment of learner ... The above-mentioned indicator is clear.	I am the implementer	53	3.434	.5374	.0738
	I am evaluator	31	3.323	.5993	.1076
It is easy to implement the indicator. I am evaluator	I am the implementer	53	3.094	.6283	.0863
	I am evaluator	31	3.097	.5975	.1073
Do you feel that you have the capability to implement the indicator?	I am the implementer	53	1.06	.233	.032
	I am evaluator	31	1.06	.250	.045
The indicator is relevant. I am evaluator	I am the implementer	53	3.509	.5415	.0744
	I am evaluator	31	3.484	.5080	.0912
I am the implementer		53	3.264	.4864	.0668

Criteria: Evaluation of I am evaluator ... Indicator: Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.	31	3.161	.5226	.0939
It is easy to implement I am the implementer the indicator.	53	2.830	.5090	.0699
I am evaluator	31	2.968	.5467	.0982
Do you feel that you I am the implementer have the capability to implement the indicator?	53	1.09	.295	.041
I am evaluator	31	1.06	.250	.045
The indicator is I am the implementer relevant.	53	3.226	.4658	.0640
I am evaluator	31	3.355	.5507	.0989
Criteria: Evaluation of I am the implementer ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.	53	3.019	.6352	.0873
I am evaluator	31	2.742	.6816	.1224
It is easy to implement I am the implementer the indicator.	53	2.868	.6213	.0853
I am evaluator	31	2.677	.5408	.0971
I am the implementer	53	1.09	.295	.041

Do you feel that you are evaluator have the capability to implement the indicator?	31	1.19	.402	.072
The indicator is relevant.	53	3.245	.4766	.0655
I am evaluator	31	3.129	.4995	.0897
Criteria: Review. I am the implementer Indicator: Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.	53	3.415	.4975	.0683
I am evaluator	30	3.267	.7397	.1350
It is easy to implement the indicator.	53	3.113	.5771	.0793
I am evaluator	30	3.067	.7849	.1433
Do you feel that you are the implementer have the capability to implement the indicator?	53	1.02	.137	.019
I am evaluator	30	1.03	.183	.033
The indicator is relevant.	53	3.415	.4975	.0683
I am evaluator	30	3.467	.5713	.1043
I am the implementer	53	3.245	.6476	.0890

Criteria: Review.I am evaluator Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.	30	3.200	.6103	.1114
It is easy to implementI am the implementer the indicator.	53	3.094	.5638	.0774
I am evaluator	30	3.100	.6618	.1208
Do you feel that youI am the implementer have the capability to implement the indicator?	53	1.02	.137	.019
I am evaluator	30	1.03	.183	.033
The indicator isI am the implementer relevant.	53	3.226	.5765	.0792
I am evaluator	30	3.267	.6915	.1262
Criteria: Review.I am the implementer Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.	53	3.283	.4953	.0680
I am evaluator	30	3.200	.5509	.1006
It is easy to implementI am the implementer the indicator.	53	3.075	.5494	.0755
I am evaluator	30	3.000	.6433	.1174
Do you feel that youI am the implementer have the capability to implement the indicator?	53	1.02	.137	.019
I am evaluator	30	1.00	.000	.000

The indicator is relevant.	I am the implementer	53	3.321	.5104	.0701
	I am evaluator	30	3.333	.5467	.0998
Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place. The above-mentioned indicator is clear.	I am the implementer	53	3.245	.4766	.0655
	I am evaluator	30	3.167	.5307	.0969
It is easy to implement the indicator.	I am the implementer	53	2.981	.4595	.0631
	I am evaluator	30	3.067	.5833	.1065
Do you feel that you have the capability to implement the indicator?	I am the implementer	53	1.02	.137	.019
	I am evaluator	30	1.00	.000	.000
The indicator is relevant.	I am the implementer	53	3.302	.4635	.0637
	I am evaluator	30	3.367	.5561	.1015

Table 119: Independent Samples T-Test for test variables

	Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
What is your academic background?	2.426	.122	-4.316	101	.000	-.612	.142	-.893	-.331
			-4.433	70.576	.000	-.612	.138	-.887	-.337
How long are you working in Quality Management area:	5.747	.018	-1.920	106	.058	-.310	.161	-.630	.010
			-1.979	79.558	.051	-.310	.157	-.621	.002
How long are you working in Education area:	2.515	.116	-.951	106	.344	.137	.144	-.149	.423
			-.898	62.501	.373	.137	.153	-.168	.442
Criteria: Planning reflects	3.010	.086	-.191	106	.849	.0282	.1473	-.2639	.3202

<p>strategic vision ... Equal Indicator: variances European, not assumed national and regional VET policy goals/objecti ves are reflected in the local targets set by the VET providers. The above- mentioned indicator is clear.</p>									
			.205	87.8 83	.838	.0282	.1377	-.2454	.3017
<p>It is easy to Equal implement variances the indicator. assumed</p>	.094	.760	.684	106	.496	.0895	.1308	-.1699	.3488
<p>Equal variances not assumed</p>			.692	75.4 89	.491	.0895	.1293	-.1681	.3470
<p>Do you feel Equal that you have variances the capability assumed to implement the indicator?</p>	.957	.330	-.492	106	.624	-.025	.050	-.125	.075
<p>Equal variances not assumed</p>			-.465	62.9 12	.643	-.025	.053	-.131	.082
<p>The indicator Equal is relevant. variances assumed</p>	.112	.738	-.719	106	.474	-.0872	.1213	-.3276	.1533
<p>Equal variances not assumed</p>			-.772	88.8 15	.442	-.0872	.1129	-.3114	.1371

Criteria: Equal Planning variances reflects assumed strategic vision Indicator: ***Equal Explicit variances goals/objectives not assumed and targets are set and monitored. The above- mentioned indicator is clear.	.126	.724	-.54898	.585	-.0677	.1236	-.3130	.1775
			-.57287	.569	-.0677	.1184	-.3032	.1677
It is easy to implement the indicator.	.003	.954	-1.922	.057	-.2135	.1111	-.4340	.0069
Equal variances not assumed			-2.062	.042	-.2135	.1036	-.4194	-.0077
Do you feel that you have the capability to implement the indicator?	4.861	.030	1.067	.289	.031	.029	-.027	.089
Equal variances not assumed			1.426	.159	.031	.022	-.013	.075
The indicator is relevant.	.536	.466	-1.624	.108	-.1788	.1101	-.3973	.0397
Equal variances not assumed			-1.658	.101	-.1788	.1079	-.3936	.0360

Criteria: Equal Planning variances reflects assumed strategic vision Indicator: ***Equal Ongoing variances consultation not assumed with relevant stakeholders takes place to identify specific local/ individual needs. The above- mentioned indicator is clear.	.077	.781	- 1.12 4	96	.264	-.1270	.1129	-.3512	.0972
			- 1.19 8	84.0 42	.234	-.1270	.1060	-.3377	.0837
It is easy to implement the indicator.	5.330	.023	-.463	96	.644	-.0603	.1302	-.3188	.1981
Equal variances not assumed			-.514	91.5 29	.609	-.0603	.1174	-.2935	.1729
Do you feel that you have the capability to implement the indicator?	.835	.363	.452	96	.652	.019	.042	-.065	.103
Equal variances not assumed			.484	84.8 64	.630	.019	.039	-.059	.097
The indicator is relevant.	.051	.823	-.367	96	.715	-.0349	.0952	-.2239	.1540
Equal variances assumed									

The indicator is relevant.	Equal variances assumed	.026	.872	-.635	94	.527	-.0683	.1076	-.2820	.1453
	Equal variances not assumed			-.659	75.720	.512	-.0683	.1037	-.2748	.1381
Criteria: Planning reflects strategic vision ... Indicator: There is an early involvement of staff in planning, including with regard to quality development . The above-mentioned indicator is clear.	Equal variances assumed	6.834	.010	2.016	93	.047	.2439	.1210	.0037	.4841
	Equal variances not assumed			2.071	70.518	.042	.2439	.1178	.0090	.4788
It is easy to implement the indicator.	Equal variances assumed	.362	.549	1.074	93	.285	.1276	.1187	-.1082	.3634
	Equal variances not assumed			1.168	81.856	.246	.1276	.1092	-.0898	.3449
Do you feel that you have the capability	Equal variances assumed	13.004	.001	-1.737	93	.086	-.075	.043	-.160	.011

to implement the indicator?	Equal variances not assumed			- 1.40 3	38.5 66	.169	-.075	.053	-.183	.033
The indicator is relevant.	Equal variances assumed	.124	.726	.399	93	.691	.0479	.1200	-.1904	.2862
	Equal variances not assumed			.398	64.8 05	.692	.0479	.1204	-.1925	.2883
Criteria: Planning reflects strategic vision Indicator: Providers plan cooperative initiatives with other VET providers. The above- mentioned indicator is clear.	Equal variances assumed	5.098	.026	1.09 2	93	.278	.1168	.1070	-.0956	.3293
	Equal variances not assumed			1.16 4	77.9 82	.248	.1168	.1004	-.0830	.3166
It is easy to implement the indicator.	Equal variances assumed	1.754	.189	-.602	93	.548	-.0665	.1103	-.2856	.1527
	Equal variances not assumed			-.628	73.4 75	.532	-.0665	.1059	-.2774	.1445
Do you feel that you have the capability	Equal variances assumed	3.925	.051	.955	93	.342	.050	.053	-.054	.155

to implement the indicator?	Equal variances not assumed			1.09 0	90.0 30	.279	.050	.046	-.041	.142
The indicator is relevant.	Equal variances assumed	1.536	.218	.077	93	.939	.0078	.1011	-.1930	.2086
	Equal variances not assumed			.072	53.0 31	.943	.0078	.1091	-.2111	.2267
Criteria: Planning reflects strategic vision Indicator: The relevant stakeholders participate in the process of analysing local needs. The above- mentioned indicator is clear.	Equal variances assumed	.270	.604	-.447	92	.656	-.0646	.1446	-.3517	.2226
	Equal variances not assumed			-.453	68.2 69	.652	-.0646	.1427	-.3493	.2201
It is easy to implement the indicator.	Equal variances assumed	.336	.564	-.747	92	.457	-.0969	.1298	-.3546	.1608
	Equal variances not assumed			-.756	68.1 72	.452	-.0969	.1281	-.3525	.1588
Do you feel that you have the capability	Equal variances assumed	.035	.853	.093	92	.926	.005	.053	-.101	.111

to implement the indicator?	Equal variances not assumed			.094	67.4 30	.925	.005	.053	-.101	.111
The indicator is relevant.	Equal variances assumed	11.651	.001	- 2.35 3	92	.021	-.2653	.1128	-.4892	-.0413
	Equal variances not assumed			- 2.18 9	53.6 54	.033	-.2653	.1212	-.5083	-.0223
Criteria: Planning reflects strategic vision Indicator: VET providers have an explicit and transparent quality assurance system in place. The above- mentioned indicator is clear.	Equal variances assumed	.584	.447	1.14 4	91	.256	.1561	.1364	-.1149	.4271
	Equal variances not assumed			1.05 1	51.7 77	.298	.1561	.1486	-.1421	.4542
It is easy to implement the indicator.	Equal variances assumed	.195	.660	.320	91	.749	.0409	.1277	-.2127	.2945
	Equal variances not assumed			.323	67.5 49	.748	.0409	.1267	-.2119	.2937

Do you feel that you have the capability to implement the indicator?	Equal variances assumed	7.820	.006	-1.355	.91	.179	-.030	.022	-.075	.014
	Equal variances not assumed			-1.000	32.000	.325	-.030	.030	-.092	.031
The indicator is relevant.	Equal variances assumed	.033	.856	-.435	.91	.665	-.0470	.1081	-.2616	.1677
	Equal variances not assumed			-.439	67.821	.662	-.0470	.1071	-.2606	.1667
Criteria: Implementation plans are devised ...Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. The above-mentioned indicator is clear.	Equal variances assumed	.013	.909	1.191	.88	.237	.1659	.1394	-.1110	.4429
	Equal variances not assumed			1.160	59.388	.251	.1659	.1430	-.1202	.4521
It is easy to implement the indicator.	Equal variances assumed	3.954	.050	-1.469	.88	.145	-.2058	.1401	-.4842	.0726

Equal variances not assumed			- 1.53 5	72.5 37	.129	-.2058	.1341	-.4731	.0615
Do you feel that you have the capability to implement the indicator?	1.333	.251	-.582	.88	.562	-.039	.067	-.171	.094
Equal variances not assumed			-.554	55.4 18	.582	-.039	.070	-.179	.102
The indicator is relevant.	1.028	.313	-.370	.88	.712	-.0399	.1078	-.2541	.1744
Equal variances not assumed			-.359	58.5 55	.721	-.0399	.1112	-.2623	.1826
Criteria: Equal Implementation plans are devised ... Indicator: Equal Relevant and inclusive partnerships are explicitly supported to implement the actions planned. The above- mentioned indicator is clear.	1.446	.232	1.37 1	.86	.174	.1845	.1346	-.0830	.4520
			1.27 3	50.0 26	.209	.1845	.1449	-.1066	.4756
It is easy to implement the indicator.	.693	.408	.840	.86	.403	.1058	.1260	-.1446	.3562
Equal variances assumed									

Equal variances not assumed			.815	56.6 43	.418	.1058	.1298	-.1541	.3657
Do you feel that you have the capability to implement the indicator?	2.412	.124	-.779	86	.438	-.044	.057	-.157	.069
Equal variances not assumed			-.716	48.7 01	.478	-.044	.062	-.168	.080
The indicator is relevant.	.055	.816	.319	86	.751	.0317	.0994	-.1660	.2293
Equal variances not assumed			.316	60.1 23	.753	.0317	.1003	-.1690	.2324
Criteria: Equal Implementation plans are devised ... Indicator: Equal The strategic plan for staff competence development specifies the need for training for teachers and trainers. The above- mentioned indicator is clear.	1.389	.242	.660	85	.511	.0956	.1449	-.1926	.3838
			.609	49.2 56	.545	.0956	.1570	-.2198	.4111

It is easy to implement the indicator.	Equal variances assumed	.437	.510	-1.139	85	.258	-.1503	.1320	-.4128	.1121
	Equal variances not assumed			-1.132	60.953	.262	-.1503	.1328	-.4159	.1152
Do you feel that you have the capability to implement the indicator?	Equal variances assumed	.828	.365	.450	85	.654	.021	.047	-.073	.116
	Equal variances not assumed			.481	74.714	.632	.021	.044	-.067	.110
The indicator is relevant.	Equal variances assumed	10.044	.002	-.957	85	.341	-.1192	.1246	-.3670	.1285
	Equal variances not assumed			-.842	43.256	.405	-.1192	.1417	-.4049	.1665
Criteria: Implementation plans	Equal variances assumed	.083	.775	-.168	83	.867	-.0221	.1313	-.2832	.2390

Equal variances not assumed			-.642	63.9 30	.523	-.0723	.1126	-.2972	.1527
Criteria: Equal Evaluation of variances ... Indicator: assumed Self- assessment/ self- Equal evaluation is variances periodically not assumed carried out under national and regional regulations/fr ameworks or at the initiative of VET providers. The above- mentioned indicator is clear.	.802	.373	.954	83	.343	.1308	.1372	-.1421	.4037
			.906	53.5 07	.369	.1308	.1445	-.1588	.4205
It is easy to Equal implement variances the indicator. assumed	2.355	.129	-.443	83	.659	-.0550	.1241	-.3019	.1919
Equal variances not assumed			-.420	53.2 45	.676	-.0550	.1309	-.3175	.2076
Do you feel Equal that you have variances the capability assumed	8.041	.006	1.33 4	83	.186	.056	.042	-.027	.138

to implement the indicator?	Equal variances not assumed			1.76 6	53.0 00	.083	.056	.031	-.008	.119
The indicator is relevant.	Equal variances assumed	.007	.932	-.534	.83	.594	-.0627	.1174	-.2961	.1707
	Equal variances not assumed			-.541	64.9 93	.590	-.0627	.1159	-.2942	.1688
Criteria: Evaluation of ... Indicator: Evaluation and review covers processes and results/outco mes of education including the assessment of learner ... The above- mentioned indicator is clear.	Equal variances assumed	.067	.796	.878	.82	.382	.1114	.1268	-.1409	.3637
	Equal variances not assumed			.853	57.5 19	.397	.1114	.1305	-.1499	.3727
It is easy to implement the indicator.	Equal variances assumed	.136	.713	-.017	.82	.986	-.0024	.1396	-.2801	.2752
	Equal variances not assumed			-.018	65.5 41	.986	-.0024	.1377	-.2774	.2726

Do you feel that you have the capability to implement the indicator?	Equal variances assumed	.085	.771	-.146	82	.884	-.008	.054	-.116	.100
	Equal variances not assumed			-.144	59.500	.886	-.008	.055	-.118	.102
The indicator is relevant.	Equal variances assumed	.562	.455	.214	82	.831	.0256	.1197	-.2126	.2637
	Equal variances not assumed			.217	66.242	.829	.0256	.1177	-.2094	.2606
Criteria: Evaluation of ... Indicator: Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders. The above-mentioned indicator is clear.	Equal variances assumed	.333	.565	.910	82	.366	.1029	.1130	-.1220	.3277
	Equal variances not assumed			.893	59.315	.376	.1029	.1152	-.1277	.3334
It is easy to implement the indicator.	Equal variances assumed	.547	.462	-1.163	82	.248	-.1376	.1183	-.3729	.0977
	Equal variances not assumed			-1.141	59.329	.258	-.1376	.1205	-.3787	.1036

Do you feel that you have the capability to implement the indicator?	.918	.341	.472	82	.638	.030	.063	-.096	.155
Equal variances assumed									
Equal variances not assumed			.493	71.499	.623	.030	.060	-.091	.150
The indicator is relevant.	4.606	.035	-1.139	82	.258	-.1284	.1127	-.3527	.0958
Equal variances assumed									
Equal variances not assumed			-1.090	54.827	.280	-.1284	.1178	-.3645	.1077
Criteria: Evaluation of ... Indicator: Early warning systems are implemented. The above-mentioned indicator is clear.	2.451	.121	1.877	82	.064	.2769	.1475	-.0166	.5705
Equal variances assumed									
Equal variances not assumed			1.842	59.384	.070	.2769	.1503	-.0238	.5777
It is easy to implement the indicator.	.736	.394	1.420	82	.159	.1905	.1341	-.0763	.4573
Equal variances assumed									
Equal variances not assumed			1.473	70.100	.145	.1905	.1293	-.0674	.4484
Do you feel that you have the capability	6.673	.012	-1.298	82	.198	-.099	.076	-.251	.053
Equal variances assumed									

to implement the indicator?	Equal variances not assumed			- 1.19 9	49.1 14	.236	-.099	.083	-.265	.067
The indicator is relevant.	Equal variances assumed	.828	.366	1.06 0	82	.292	.1163	.1097	-.1019	.3344
	Equal variances not assumed			1.04 7	60.5 54	.299	.1163	.1111	-.1058	.3383
Criteria: Review. Indicator: Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment /.../ this is used to inform further actions. The indicator is clear.	Equal variances assumed	2.682	.105	1.09 1	81	.279	.1484	.1361	-.1223	.4192
	Equal variances not assumed			.981	44.1 36	.332	.1484	.1513	-.1566	.4534
It is easy to implement the indicator.	Equal variances assumed	2.260	.137	.309	81	.758	.0465	.1506	-.2531	.3462
	Equal variances not assumed			.284	47.0 10	.778	.0465	.1638	-.2829	.3760

Do you feel that you have the capability to implement the indicator?	Equal variances assumed	.666	.417	-.408	81	.684	-.014	.035	-.085	.056
	Equal variances not assumed			-.378	47.822	.707	-.014	.038	-.091	.063
The indicator is relevant.	Equal variances assumed	2.712	.103	-.430	81	.668	-.0516	.1200	-.2903	.1871
	Equal variances not assumed			-.414	53.712	.681	-.0516	.1247	-.3016	.1985
Criteria: Review. Indicator: Information on the outcomes of the review is widely and publicly available. The above-mentioned indicator is clear.	Equal variances assumed	.140	.709	.312	81	.756	.0453	.1450	-.2432	.3337
	Equal variances not assumed			.318	63.394	.752	.0453	.1426	-.2396	.3302
It is easy to implement the indicator.	Equal variances assumed	.535	.467	-.041	81	.967	-.0057	.1372	-.2787	.2674
	Equal variances not assumed			-.039	52.757	.969	-.0057	.1435	-.2935	.2822

Do you feel that you have the capability to implement the indicator?	Equal variances assumed	.666	.417	-.408	81	.684	-.014	.035	-.085	.056
	Equal variances not assumed			-.378	47.822	.707	-.014	.038	-.091	.063
The indicator is relevant.	Equal variances assumed	3.222	.076	-.284	81	.777	-.0403	.1417	-.3222	.2417
	Equal variances not assumed			-.270	51.834	.788	-.0403	.1490	-.3393	.2588
Criteria: Review. Indicator: Procedures on feedback and review are part of a strategic learning process in the organisation. The above-mentioned indicator is clear.	Equal variances assumed	.010	.922	.704	81	.483	.0830	.1179	-.1515	.3175
	Equal variances not assumed			.684	55.167	.497	.0830	.1214	-.1603	.3263
It is easy to implement the indicator.	Equal variances assumed	.030	.862	.565	81	.574	.0755	.1336	-.1904	.3413
	Equal variances not assumed			.541	52.869	.591	.0755	.1396	-.2046	.3555

Do you feel that you have the capability to implement the indicator?	Equal variances assumed	.2341	.130	.750	.81	.455	.019	.025	-.031	.069
	Equal variances not assumed			1.000	52.000	.322	.019	.019	-.019	.057
The indicator is relevant.	Equal variances assumed	.312	.578	-.105	.81	.917	-.0126	.1196	-.2506	.2255
	Equal variances not assumed			-.103	56.948	.918	-.0126	.1220	-.2568	.2317
Criteria: Review. Indicator: Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place. The above-mentioned indicator is clear.	Equal variances assumed	.021	.884	.693	.81	.490	.0786	.1135	-.1471	.3044
	Equal variances not assumed			.672	55.118	.504	.0786	.1169	-.1557	.3129
It is easy to implement the indicator.	Equal variances assumed	.801	.373	-.738	.81	.463	-.0855	.1159	-.3162	.1451

Equal variances not assumed			-.691	49.5 46	.493	-.0855	.1238	-.3342	.1632
Do you feel that you have the capability to implement the indicator?	2.341	.130	.750	81	.455	.019	.025	-.031	.069
Equal variances not assumed			1.00 0	52.0 00	.322	.019	.019	-.019	.057
The indicator is relevant.	3.728	.057	-.569	81	.571	-.0648	.1139	-.2914	.1619
Equal variances not assumed			-.541	51.8 23	.591	-.0648	.1198	-.3053	.1757

6.9 Annex IX: Joint difficulties felt by users (analysis of articles/publications)

Table 120: Joint difficulties felt by users (analysis of articles/publications)

Joint difficulties felt by users: Criteria interpretation. Please explain why.	<ol style="list-style-type: none"> 1. Challenge in matching EQAVET framework to national quality assurance measures (also can lead to bureaucracy overload and to the lack of a real culture of quality; lack of specific information for the implementation of quality strategies) 2. Diminishing standardization due to the influence of different national contexts on EQAVET implementation 3. Lack of legal framework related to national quality assurance and quality system 4. Lack of clear, objective definition of quality criteria 5. Quality indicators used in wrong context 6. Difficulty in preparing active measures related to EQAVET indicators for improving the quality of education 7. The nature of the indicator should imply the adequate evaluation period (e.g. not all indicators should necessarily be measured annually or in the same evaluation period)
Joint difficulties felt by users: Constructive criticism. Please explain why.	<ol style="list-style-type: none"> 1. Lack of knowledge of EQAVET or information are not user-friendly 2. Too many procedures for EQAVET implementation or not enough information provided or transparent 3. Too many evaluation tools for EQAVET evaluation or not enough information provided or transparent 4. Tools too complicated for EQAVET implementation 5. Quality assurance measures need to be simple and flexible to cater for variances 6. Quality assurance measures need to be developmental 7. Quality assurance measures need to apply to formal VET, adult formal learning, WBL and the validation of informal and informal learning 8. Embedded quality assurance planning cycle of EQAVET (PDCA cycle) 9. Enhancing quality culture in VET provider institution, decision-making on existing policies and QA systems (enhancing motivation and awareness of different stakeholders, greater responsibility for quality delegated to provider) 10. Creation of shared culture of QA and improvement 11. Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders (enhancing motivation and awareness of different stakeholders; graduate tracking is difficult due to frequent job changes and lost contacts) 12. Misuse of EQAVET as a tool for financial funding (EQAVET framework has in itself the menace of becoming a tool for the strengthening of accountability policies, for instance, in contracting goals, concerning year transition, conclusion and employability rates,

	<p>which non-achievement implies financial cuts)</p> <p>13. Too much focus on results/outputs of quality assurance measures, rather than on input</p>
<p>Joint difficulties felt by users: Problems encountered. Please explain why.</p>	<ol style="list-style-type: none"> 1. Lack of systematic staff training (QA should be included in teaching degrees, VET providers can share the use of indicators and how they use the outcomes of QA to improve their training; to train facilitators within the institutions) 2. Low value of quality promotion (enhancing the quality awareness with more illustration, best case examples, increasing the amount of publicity, spreading knowledge, disseminating knowledge on a positive effects and impact, in order to support implementation) 3. Wow to ensure the sustainability of the initiatives in QA systems 4. Difficulties in adopting new internal procedures 5. Lack of staff involved (low number of staff involved) 6. Inadequate management of QA tasks (lack of time or bad time management, low priority given, fear of future monitoring)
<p>Joint difficulties felt by users: Other. Please explain why.</p>	<ol style="list-style-type: none"> 1. Lack of funding for implementation and evaluation procedures 2. Low focus on principles of quality (discussion were to focus on principles of quality rather than on the specific implementation of EQAVET) 3. Strong dichotomy between the objective of preparing for Labour Market and for further education, creating tensions and uncertainties that make it difficult to trace a real mission for this type of education 4. Unclear adaptation of 10 EQAVET indicators to soft/entrepreneurial skills 5. Missing research data on national level(s)

6.10 Annex X: Frequently asked questions

Table 121: Frequently asked questions

Difficulty	FAQ
1. Challenge in matching EQAVET framework to national quality assurance measures (also can lead to bureaucracy overload and to the lack of a real culture of quality; lack of specific information for the implementation of quality strategies)	What possible challenges have to be kept in mind with the implementation of EQAVET on national levels?
2. Diminishing standardization due to the influence of different national contexts on EQAVET implementation	
3. Lack of legal framework related to national quality assurance and quality system	Which possible challenges arise because of the lack of legal framework on national levels related to QA? Who does the external evaluation on national levels? A list of external evaluators/reference points would be appreciated.
4. Lack of clearly defined, relevant and objective definition of quality criteria and indicators	Definition of Quality and Quality assurance in education (VET).
5. Quality indicators used in wrong context	Which indicators tend to be more difficult to implement and why?
6. Difficulty in preparing active measures related to EQAVET indicators for improving the quality of education	Which indicators tend to be more difficult for translation into implementation?
7. The nature of the indicator should imply the adequate evaluation period (e.g. not all indicators should necessarily be measured annually or in the same evaluation period)	How does the nature of the indicator imply the adequate evaluation period?
1. Lack of knowledge of EQAVET or information is not user-friendly	List of best practice cases on a national and international level in the field of quality in education.
2. Too many procedures for EQAVET implementation or not enough information provided or transparent	A list of relevant procedures for EQAVET implementation?
3. Too many evaluation tools for EQAVET evaluation or not enough information provided or transparent	A list of relevant tools for EQAVET implementation?

Difficulty	FAQ
5. Quality assurance measures need to be simple and flexible to cater for variances	A list of characteristics of QA measures?
9. Enhancing quality culture in VET provider institution, decision-making on existing policies and QA systems (enhancing motivation and awareness of different stakeholders, greater responsibility for quality delegated to provider)	With which activities can quality culture in VET provider institutions be enhanced?
11. Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders (enhancing motivation and awareness of different stakeholders; graduate tracking is difficult due to frequent job changes and lost contacts)	With which activities can stakeholders be more engaged in QA?
1. Lack of systematic staff training (QA should be included in teaching degrees, VET providers can share the use of indicators and how they use the outcomes of QA to improve their training; to train facilitators within the institutions)	A list of possible providers on staff training?
2. Low value of quality promotion (enhancing the quality awareness with more illustration, best case examples, increasing the amount of publicity, spreading knowledge, disseminating knowledge on positive effects and impact, in order to support implementation)	Which activities would support quality promotion?
4. Difficulties in adopting new internal procedures	What possible challenges have to be kept in mind with the implementation of EQAVET in the institutional level?
6. Inadequate management of QA tasks (lack of time or bad time management, low priority given, monitoring issues)	<p>A list of characteristics of QA management that would support QA in institutions?</p> <p>Which activities/measures would support the previously mentioned type of management?</p>

6.11 Annex XI: Joint difficulties felt by users (analysis of articles/publications, compared with analysis of qualitative answers from the survey)

Table 122: Joint difficulties felt by users (analysis of articles/publications, compared with analysis of qualitative answers from the survey)

	Articles/publications	Difficulties	Needs	Relevance
Joint difficulties felt by users: Criteria interpretation. Please explain why.	1. Challenge in matching EQAVET framework to national quality assurance measures (also can lead to bureaucracy overload and to the lack of a real culture of quality; lack of specific information for the implementation of quality strategies)	too much bureaucracy; Very much bureaucratic / confuse; difficult to verify its compliance; There aren't always written assignments; statutory (un)specified directions; The adequate mechanisms must be specified; often administrative and management-related aspects prevail; legal and administrative aspects that prevail on this aspect; transfer the theoretical knowledge in practical working; difficult when it is external benchmarking; The implementation of these indicators often clashes against objective and subjective limits; evaluation and review are mainly centered on formal and administrative aspects;	I would need clear guidance on what exactly to look at and measure.; better definition and parametrization of the descriptor, allowing to transform it into concrete matters that can be measurable and evaluated;	the limitation imposed on schools by SANQ;
	2. Diminishing standardization due to the influence of different national contexts on EQAVET implementation			
	3. Lack of legal framework related to national quality assurance and quality system	ignorance of potential early warning systems installed; No "Early Warning Systems" are enacted in the VET system of Regione Puglia; problems with GDPR;	the legal basis;	

	Articles/publications	Difficulties	Needs	Relevance
	<p>4. Lack of clearly defined, relevant and objective definition of quality criteria and indicators</p>	<p>\Consultation\ needs to be more clearly defined; we only suppose that objectives are clear; no clear reference to the European, national and regional VET policy goals/objectives; \early involvement\ not clear; The indicator is not clear and hard to articulate due to the inexistence of the charing and cooperation spirit; it is really unclear.; It isn't always clear what is meant for "quality system"; It is properly ambiguous; the wording is way too complicated - should be simplified!!!; determine what you consider relevant and inclusive partnerships; It is difficult to define objectively what is meant for relevant and inclusive partnerships; unclear record(ing); way too complicated - should be defined more clearly; The indicator is quite intricately defined; it is not clear what is expected from this indicator; Define indicators.; Unclear concept; It is not clear what types of early warning systems; It is not clear what is meant for "Early Warning system"; It is not clear what "Early Warning system" refers to; what does it really mean?; the terminology used can have diverse meanings. I think that it would be more clear if one used the term "opinions" instead of "impressions" and the word "suggest" instead of "inspire."; How should one evaluate "broad"?; not clear what has to be published and, above all, who has the right of doing it.; complexly written; Who even analyzes the needs?; I estimate that the users can imagine the content of the indicator differently; One doesn't understand what does it means "learning strategical process of the organization", and in each way, it can be measured and evidenced; not easy to understand is what a transparent QMS is?; What is the meaning of "quality improvement"?; not clear what type of collaborations are sought; Implemented according to ISO 21001 or ISO 9001, evaluated and certified by certification body, it is a more objective and clear indicator to evaluate.; I think the indicator is defined too broadly; The</p>	<p>better definition and parametrization of the descriptors - that can be measurable and evaluable; difficult to determine objectively; To clearly understand what the meaning of "planning concerning quality development" is; Definition of relevant goals/purposes - at European, national and regional levels; a clearer definition of the indicator; a more precise definition of the indicator; indicator needs to be made clearer; objective, clearly defined goals; Unclear concept; What is meant by \early\ involvement?; indicator needs to be made clearer; It should be clearly understandable;</p>	<p>it needs to clearer to be better assessed; Not clear; Because it is not clear; It is not clear its purpose; doesn't define anything; cooperative planning may happen alongside IQA, but it is not a strong indicator of IQA that is fit for purpose; is not always verifiable; should be wider; it is superfluous;</p>

	Articles/publications	Difficulties	Needs	Relevance
		<p>indicator covers more content; Several things are measured in one indicator; this indicator is a mixture of 2 separate issues - should be split into 2; The indicator measures different things; it is conflating two issues; Above all, it would be worth considering to break this indicator in two; indicator is superfluous; The issues connected with the satisfaction levels are often unconsidered as relevant indicators; Evaluation of the trainee and personnel satisfaction; Evaluation of student and teacher satisfaction is demanding; qualitative targets cannot always be measured; not easy to measure the indicator; indicators should be numeric;</p> <p>The level of fulfilment can easily be contaminated in case one should consider "sub-indicators" not relevant for this criteria;</p> <p>Both the internal interested subjects and the external often place their own view (and sometimes interested) ahead of objective evaluation criteria;</p>		

	Articles/publications	Difficulties	Needs	Relevance
	5. Quality indicators used in wrong context		That this indicator was not compulsory; revision since it is practically impossible its implementation;	It doesn't provide a solution; I do not see the importance of this issue; not relevant in the present context; Regulation solves Not the real problems; Not realistic because of rapid changes;
	6. Difficulty in preparing active measures related to EQAVET indicators for improving the quality of education			
	7. The nature of the indicator should imply the adequate evaluation period (e.g. not all indicators should necessarily be measured annually or in the same evaluation period)	requires a long monitoring;	not possible to have an impartial evaluation;	
Joint difficulties felt by users: Constructive criticism.	1. Lack of knowledge of EQAVET or information are not user-friendly	requires knowledge and follow-up; no tradition of sharing and exchanging knowledge; Indicators are not presented to schools; lack of competence of the commission on quality; Trainees mix quality training with their personal experiences;	knowledge of these systems; Acquaintance with the latest European and regional vocational education documents;	

	Articles/publications	Difficulties	Needs	Relevance
Please explain why.	2. Too many procedures for EQAVET implementation or not enough information provided or transparent	Need of having concrete guidances about the way how we should lead our activities; not easy to evaluate unless the evaluator also has elaborated criteria to help with; depends very much on the judgement of the evaluator; evaluator should have clear orientations what to evaluate with this indicator, to what extent and in what way; not receiving specific guidelines; The evaluator should know what it means for the school to perform self-evaluation on a regular basis. Is it regular once a year?; Evaluators should have clear criteria that relate to the individual dimensions of the indicator.; Information is very spread; it doesn't exist a quality assurance system which is communicated clearly and transparently; planning should be more flexible; Transparency is not always desirable for an institution;	Information from the economy; We have no information; no information; More information;	a more precise definition of the indicator; ... because it is defined too complex - it involves many different aspects.;
	3. Too many evaluation tools for EQAVET evaluation or not enough information provided or transparent	evaluator's competence whether he or she will be able to obtain certain information; No entry conditions information.; no information; For the non-existence of systematized internal communication processes which allow the recollection of this level of information from trainees and teachers;		Public and transparent information; results of self-evaluations remain the property of the educational organization and it is up to it to decide whether or not to publish them.;
	4. Tools too complicated for EQAVET implementation	need for systematizing rules and monitoring procedures; Complex implementation of many indicators; too many sub-items are included - at the very least, separate learner satisfaction from staff issues; the design and automation of such a system is very complex, esp in larger institutions; the complexity of realization of activities;		feasibility; Implementation not possible;
	5. Quality assurance measures need to be			

	Articles/publications	Difficulties	Needs	Relevance
	simple and flexible to cater for variances			
	6. Quality assurance measures need to be developmental			
	7. Quality assurance measures need to apply to formal VET, adult formal learning, WBL and the validation of informal and non-formal learning			
	8. Embedded quality assurance planning cycle of EQAVET (PDCA cycle)			
	9. Enhancing quality culture in VET provider institution, decision-making on existing policies and QA systems (enhancing motivation and awareness of different stakeholders, greater responsibility for quality delegated to provider)	We are all responsible for the quality. Not everyone is aware of this; This needs to have first awareness of warnings exist and then how to measure them.; The resistance of the operators; Resistance: there are some teachers that "know everything."; Involves the sensibilization of personnel: there are resitants!; Illustrating and sharing the EQAVET policy with the new headteachers; lack of initiative of public institutions;	more significant awareness of the actors about their role.; significant control over VET offer by the schools; overall commitment; It is hard to analyze yourself;	motivating participants; interested parties should be listened; The results do not show the right picture.;
	10. Creation of shared culture of QA and improvement	No quality processes culture; it doesn't exist a longstanding culture of effective quality management;		

	Articles/publications	Difficulties	Needs	Relevance
	<p>11. Lack of engaged stakeholders in QA and innovation in VET, improving existing relationships with stakeholders (enhancing motivation and awareness of different stakeholders; graduate tracking is difficult due to frequent job changes and lost contacts)</p>	<p>continuous mobilization of interested parties; The answer from some interested parties is hard to obtain; Interested parties are not always collaborative; determine the stakeholders: students, educational administration, companies,; Difficulty in gathering all actors of the process; Difficulty on the continuous consultation of some of the interested parties; availability of all the external stakeholders; difficult to identify relevant stakeholders; one has to value several factors and stakeholders; Interested external parties do not always collaborate; determine who are the relevant stakeholders; It is hard to involve all interested parties; In general, the actors are not available, and they consider that their opinions are little appreciated; It is not very easy, in a systemic way, to gather the external interested parties; It is hard to have meetings with companies; it is hard to attract them to participate; It requires the involvement of all. There are always resistances; It is not easy to involve interested parties; Some difficulties in the involvement of external interested parties in the organizational processes ; External interested parties are not always available for participating in the improvement process; Difficulty to involve external parties; External stakeholders in QA units might be difficult due to finance; It is not always easy to involve external stakeholders; quite tricky the creation of mechanisms to allow the involvement of external interested parties; again: the difficulty to involve all relevant stakeholders (especially the external); External interested parties don't always allow involvement in the process; Interested parties don't always involve as it is desirable; To involve the external to the school in a period in which students have already concluded their teaching/learning process in school, it becomes very difficult/impossible; Not always the interested parties, mainly the external, have the necessary availability; availability of the people; hard to mobilize some</p>	<p>Support from the entities which are in charge; Bigger awareness of the entity in charge near all the providers; more meetings promoted by the entities in charge; availability of the people; lack of contact with providers; Difficult to establish objectively level of participation; collaboration and finding common ground; It is difficult to establish objective criteria for external stakeholders; From the external entities, it becomes practically impossible; the level of effective consultation;</p>	<p>availability of the people; quality of involvement is important; feedback;</p>

	Articles/publications	Difficulties	Needs	Relevance
		<p>actors for active participation in the planning process; Some of the external actors do not always show availability to participate in the process; strategic vision is the result of the thinking of different stakeholders; Th strategic vision shared by the relevant stakeholders are not the includes explicit goals/objectives; requires a lot of cooperation, dialogue; More cooperation between the school and the economy will be needed to build true partnerships with mutual cooperation; Relevant partners can not be always inclusive too; No chance for the provider to involve the other interested parties in the process; Parties do not find the subject as relevant; Difficult to establish the level of effective participation; Limits to the participation process (schools must comply with the SANQ (Qualifications needs anticipation system) and to the network guidances, which entirely creates limits to this participated process); the question of the expectations of different stakeholders; It is difficult to understand fully external stakeholders' expectations; Sometimes, the involvement of interested parties doesn't match expectations; Outcomes of the EVALUATION depends on the structure and interest of the staff and Stakeholder; there is not always feedback; Difficult to gather feedback from students; getting feedback; As mentioned earlier, feedback cannot be easily obtained.; getting feedback; Difficulty to listen to the various actors in the process;</p>		

	Articles/publications	Difficulties	Needs	Relevance
	12. Misuse of EQAVET as a tool for financial funding (EQAVET framework has in itself the menace of becoming a tool for the strengthening of accountability policies, for instance, in contracting goals, concerning year transition, conclusion and employability rates, non-achievement of which implies financial cuts)			
	13. Too much focus on results/outputs of quality assurance measures, rather than on input	Some indicators are hard to obtain;	Tools that can assess "beginning";	
	14. Terminology issues			
Joint difficulties felt by users: Problems encountered. Please explain why.	1. Lack of systematic staff training (QA should be included in teaching degrees, VET providers can share the use of indicators and how they use the outcomes of QA to improve their training; to train facilitators within the institutions)	It is necessary to provide continuous training of the newly-appointed staff members; Difficult to find train the trainers as the pool is very limited; Training isn't always regular; some resistance in investing in training; hard to do and to accomplish the training needs assessment; Not competent (I don't know the systems;);	overview of all relevant training; identified needs can be translated into effective training; I don't have enough experience in this field;	

	Articles/publications	Difficulties	Needs	Relevance
Joint difficulties felt by users: Problems encountered. Please explain why.	2. Low value of quality promotion (enhancing the quality awareness with more illustration, best case examples, increasing the amount of publicity, spreading knowledge, disseminating knowledge on positive effects and impact, in order to support implementation)	hard to disseminate information; The means of dissemination don't reach everybody; Sometimes dissemination of this level of information is not done outside the organization, nor it exists that policy/opening		
	3. How to ensure the sustainability of the initiatives in QA systems			
	4. Difficulties in adopting new internal procedures			
	5. Lack of staff involved (low number of staff involved)	The school needs someone to deal with this; Schools don't have technicians with quality; wished commitment level of the personnel; Keep the new staff members involved; It is difficult to establish the level of involvement; not always possible to guarantee an active involvement of the staff members; not all schools have adequate and qualified staff; Human resources are few for a complex quality system implementation; Lack of persons with the necessary qualifications to monitor goals and targets; Lack of HR; It would be necessary more human resources; It would be necessary more human resources; multi-layered quality assurance mechanisms necessitate the involvement of different personnel; more target audiences for evaluation;	more human resources; It would be necessary more human resources);	

	Articles/publications	Difficulties	Needs	Relevance
	<p>6. Inadequate management of QA tasks (lack of time or bad time management, low priority given, monitoring issues)</p>	<p>It depends on the involvement and "passion" of the board; To coordinate the collaboration of all; The difficulty is in making sure that there are effective management skills to identify the competence profiles and attitudes of the staff member; lack of involvement of the board; Other priorities; division of the institution; management-related features often precede what is foreseen by the indicator; Overwork; management and administrative needs are often prioritized; activities are very occasional; often management needs are prioritized; decision-making on the allocation of resources might not always be in line with strategic direction but rather with immediate/arising challenges; not enough planning; strategic plan only contemplate the internal collaborators; The questionnaire of appreciation is not administered systematically by the referents; requires time; One has to change some practices and apply them, to create good practices routines, which requires time; It takes time</p> <p>No management system; development and quality management are not always the same; No real quality management; The involvement of the several functions in quality management is relatively low; Not everybody is available to cooperate to reach a common quality level; Work on the area of quality is not systematic;</p> <p>the number of persons involved is difficult to evidence; quality committees do not document their work; This is particularly difficult when the process is not documented well, despite the review taking place.; This phase of the process is rarely documented in the way it should be.);</p> <p>difficult to control and track; Some indicators are hard to control, like the employment rate and the partner's satisfaction answers;</p> <p>not always support;</p> <p>Depends on the honesty of the institutions;</p> <p>competition between providers due to the shortage of</p>	<p>not always have the time to contribute to the evaluation and reviews; systems to anticipate risks, risk management;</p>	<p>No real quality management in our project;</p> <p>Quality management can determine different moments for different actors;</p> <p>Lack of time of the interested parties for so much need for collaboration with the schools;</p> <p>inadequate the consultation about subjects concerning internal management of our school;</p>

	Articles/publications	Difficulties	Needs	Relevance
		<p>the number of students;</p> <p>Logistics; inadequate responses;</p> <p>Compatibilization of schedules;</p> <p>To create a performance evaluation system of the personnel which is just and transparent;</p> <p>The concept of "quick alert system" brings us immediately to think in an IT tool which quickly alerts the responsible in case of non-conformity. I believe that hardly the providers will have that kind of technology available.;</p> <p>The connections between existing procedures and the existence of a learning process must be verified; the process must be systematically implemented to be effective;</p>		
<p>Joint difficulties felt by users:</p> <p>Other.</p> <p>Please explain why.</p>	<p>1. Lack of funding for implementation and evaluation procedures</p>	<p>not always you have access to stable resources (see precariat); not adapted to implement the indicators;</p> <p>Financial difficulties; physical and financial resources; Insufficient financing; There might be financial difficulties; budgetary constraints are very limiting factors for the fulfilment of this indicator);</p>	<p>Adequated and timed financing; An allocated Budget per year and department;</p> <p>Financing for keeping goals achievement; An appropriate budget; To be able to comply with this indicator fully, more funding would be necessary;</p> <p>Financial connotations;</p>	
<p>Joint difficulties felt by users:</p> <p>Other.</p>	<p>2. Low focus on principles of quality (discussion were to focus on principles of quality rather than on the specific implementation of EQAVET)</p>			

	Articles/publications	Difficulties	Needs	Relevance
Please explain why.	3. Strong dichotomy between the objective of preparing for Labour Market and for further education, creating tensions and uncertainties that make it difficult to trace a real mission for this type of education			
	4. Unclear adaptation of 10 EQAVET indicators to soft/entrepreneurial skills			
	5. Missing research data on national level (analysis)	<p>monitoring the indicator requires the use of multiple evaluation methods, the analysis of the data is more complex; in addition to quantitative, also requires qualitative analysis; monitoring the indicator requires the use of several evaluation methods; Results analysis should be used to identify improvements; Lack of systematized processes of analysis and performing improvement; qualitative and quantitative analysis is needed; requires methodologies; lack of research; The analysis of complaints, claims and comments from interested parties is missing;</p> <p><u>On regional level:</u> local reality of our schools has a lot of difficulties to stand for the demands of those goals and purposes; vs. European goal; local targets are unknown; Local targets are way too various to allow a clear judgement on indicator difficulty; Planing local goals; Disparity of the dimensions of the purposes - European/national/regional vs local can make evaluation difficult; The school doesn't control the local needs analysis process of the VET offer; There is no process of analyzing the needs of the local</p>	<p><u>On a regional level:</u> Local targets; Systematic approach of education and social partners to the analysis of the needs of the local environment;</p>	<p><u>On a regional level:</u> local purposes are not adequated to the national or regional ones; the school does not have the leverage to influence key stakeholders to analyze needs in the local environment;</p>

	Articles/publications	Difficulties	Needs	Relevance
		school environment; The public entities in charge determine the list of the local needs; Often, the interested subjects have to follow indications that emerge from a process of analysis of local needs executed by others; external local stakeholders, When consulting, we have often come across situation when they cannot provide clear direction/quantification/specification of skills needs); interested parties end by receiving national determinations that are not always in correspondence with their needs; Resistance for getting data; rapidly changing needs;		
	6. Lack of sufficient resources	Lack of resources; Shortage of resources; Way of estimating the resources; physical and financial resources; Resources are very limited; Resource distribution is often made according to internal necessity more than project/programme targets; Sometimes, resources are hard to estimate, or they even are not estimated; Support provided is limited;	internal skills, studies, data, etc; resources are necessary to cascade the QA measures across all the different branches of the organisation; Shortage of resources; Necessary resources can be material (equipment, facilities, ...), human (skills, knowledge, ...); external resources would be needed for the design and implementation of such a system;	

6.12 Annex XII: Competences (knowledge, skills, responsibility and autonomy) missing/lacking according to respondents

Table 123: Knowledge missing/lacking according to respondents per indicator

Knowledge	Can you extract/discover any KNOWLEDGE missing/lacking?
Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers.	<p>It requires knowledge and follow-up</p> <p>As I do not work in the field of vocational education, I should be well acquainted with the latest European and regional vocational education documents in order to be able to evaluate this indicator credibly.</p>
Indicator: Explicit goals/objectives and targets are set and monitored.	requires knowledge and follow-up
Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs.	It should exist a more significant awareness of the actors about their role. It is essential that the identified needs can be translated into effective training, which usually doesn't seem to happen, depending on the entity in charge
Indicator: Providers plan cooperative initiatives with other VET providers.	There is no tradition of sharing and exchanging knowledge
Indicator: VET providers have an explicit and transparent quality assurance system in place.	The experience of implementing quality management or quality assurance system requires knowledge and resources which, based on my perception, most of the providers don't have. Furthermore, the demands that, until now, the providers must face are very variable. Explaining: the requirements that VET schools have to comply are much higher than the ones that public schools have to meet in what concerns vocational courses.
	Transparency is not always desirable for an institution, and if it is, VET trainers need to be aware of these elements within their own institution, often they are not. Information and knowledge must accompany transparency.
Indicator: Resources are appropriately internally aligned/	Work on the area of quality is not systematic, not all schools have adequate and qualified staff.

Knowledge	Can you extract/discover any KNOWLEDGE missing/lacking?
assigned with a view to achieving the targets set in the implementation plans.	<p>The distribution of tasks often weighs on the shoulders of the same individuals who are more available. It is necessary to provide continuous training of the newly-appointed staff members</p> <p>[I] would need additional knowledge in HRM</p>
Indicator: Relevant and inclusive partnerships are explicitly supported to implement the actions planned.	More specific training
Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers.	Constraints in the compatibilization of pedagogical interesting training actions, among others, available in local training centres, with the teacher lecture hours
	Having in mind the diversity of people, competencies and functions involved in teaching and training activities, it is hard to do and to accomplish the training needs assessment
	Difficult to find train the trainers as the pool is very limited
	It should not just specify the need, but specify the training. This is mentioned in the next indicator, so really this indicator is superfluous
	overview of all relevant training
Indicator: Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance.	Training isn't always regular
	Having in mind the nature and specificity of some types of training, budgetary constraints are very limiting factors for the fulfilment of this indicator
Indicator: Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders.	lack of competence of the commission on quality
	Knowledge.
Indicator: Early warning systems are implemented.	knowledge of these systems
	Knowledge.

Table 124: Skills missing/lacking according to respondents per indicator

Skills	Can you extract/discover any SKILLS missing/lacking?
Indicator: Explicit goals/objectives and targets are set and monitored.	In the VET area it is difficult to find persons with the necessary qualifications to monitor the goals and targets.
	additional resources (internal skills, studies, data, etc) would be needed
Indicator: Responsibilities in quality management and development have been explicitly allocated.	Schools don't have technicians with quality; therefore the effort rate is very significant
Indicator: There is an early involvement of staff in planning, including with regard to quality development.	Participation can be in many different ways, from leading an innovation project, to training to improve your skills.
Indicator: Providers plan cooperative initiatives with other VET providers.	I don't have enough experience in this area
Indicator: The relevant stakeholders participate in the process of analysing local needs.	When consulting, external local stakeholders, we have often come across situation when they cannot provide clear direction/quantification/specification of skills needs
Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans.	It is properly ambiguous. Necessary resources can be material (equipment, facilities, ...), human (skills, knowledge, ...)
	The difficulty is in making sure that there are effective management skills to identify the competence profiles and attitudes of the staff member, in order to contribute effectively to the objectives. It is not automatically difficult, but it requires a constant commitment, the ability to put himself in the discussion, the flexibility and the availability of learning from the others and from one's own mistakes
	Necessary resources can be material (equipment, facilities, ...), human (skills, knowledge, ...)

Table 125: Responsibility/autonomy missing/lacking according to respondents per indicator

Responsibility and autonomy	Can you extract/discover any RESPONSIBILITY AND AUTONOMY missing/lacking?
Indicator: European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers.	The choice of the educational offer is almost fully conditioned by the entities that are responsible for vocational education. The marge remaining for the provider to involve the other interested parties in the process is almost inexistent.
	The resistance of the operators / too much bureaucracy
Indicator: Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs.	In what concerns local needs, the school has little power on the definition of the VET courses offer, since it is the Ministry for Education which determines the level of market need (globally and not locally) for each course (done annually), validating or not them
	It is necessary to have more significant control over VET offer by the schools themselves. On the other hand, the partner entities of the school are in a broad geographical area, and some have such a big dimension which doesn't facilitate a close contact
Indicator: Responsibilities in quality management and development have been explicitly allocated.	We are all responsible for the quality. Not everyone is aware of this.
Indicator: There is early involvement of staff in planning, including with regard to quality development.	Still, it is not established a quality processes culture. Although it is not difficult to involve all the nominated participants, it is hard that they understand their responsibility in the quality process.
Indicator: Providers plan cooperative initiatives with other VET providers.	Bigger awareness of the entity in charge near all the providers
Indicator: The relevant stakeholders participate in the process of analysing local needs.	The school doesn't control the local needs analysis process of the VET offer
	Although listened, the interested parties end by receiving national determinations that are not always in correspondence with their needs

Responsibility and autonomy	Can you extract/discover any RESPONSIBILITY AND AUTONOMY missing/lacking?
	Although the stakeholders participate, their contribution is frustrated because the schools must comply with the SANQ (Qualifications needs anticipation system) and to the network guidances, which entirely creates limits to this participated process
	It is really unclear. How are stakeholders expected to analyse their own needs? it is the service provider who should do that.
	The public entities in charge determine the list of the local needs/priorities per NUT (Nomenclature of Territorial Units) which determine the training offer proposals validation
	Often, the interested subjects have to follow indications that emerge from a process of analysis of local needs executed by others
	The indicator loses relevance according to the previously referred reasons - the limitation imposed on schools by SANQ (Qualifications needs anticipation system)
	the school does not have the leverage to influence key stakeholders to analyze needs in the local environment
Indicator: Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans.	Shortage of resources and lack of involvement of the board
	I do not determine funding.
Indicator: The strategic plan for staff competence development specifies the need for training for teachers and trainers.	The lack of certainty on the activities that the institution obtains does not allow the stabilization of contracts. Occasional collaborations do not favor the activation of specific training actions for the trainers, that could support a strategic development plan
Indicator: Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance.	Compatibilization of schedules and some resistance in investing in training
	Involves the sensibilization of personnel: there are resitants!

Responsibility and autonomy	Can you extract/discover any RESPONSIBILITY AND AUTONOMY missing/lacking?
Indicator: Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers.	The evaluator should know what it means for the school to perform self-evaluation on a regular basis. Is it regular once a year? Is this once in three years? Is it regular if it is uninterrupted? At the same time, the indicator is composed. It also wants to find out if it is doing it on its own initiative or because of legal regulations.
	The difficulty is more connected, basing on my experience, to the lack of initiative of public institutions, that do not solicit and define applicative frameworks, systematic practices and methods for self-assessment. The initiative is generally delegated to the individual provider
Indicator: Early warning systems are implemented.	The concept of "quick alert system" brings us immediately to think in an IT tool which quickly alerts the responsible in case of non-conformity. I believe that hardly the providers will have that kind of technology available.



About the VET21001 Project and this publication

The VET21001 project aims to develop a capacity building program, an accredited certification scheme and an implementation toolkit to motivate a wider EQAVET adoption. The VET21001 toolkit will use a standardized approach based on the recently published ISO 21001:2018, capitalizing on its already internationally consensually approved content and expecting that, by associating the ISO brand to EQAVET, all players in the market, including those of the standardization, accreditation and certification worlds, will become more curious about it, as well as willing to contribute to its dissemination and assuring its sustainability.



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